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ABSTRACT

This annotated bibliography includes over 300 references and descriptive abstracts from the National Development Centre Resources Database. Topics include policy and policy analysis, government initiatives and responses, school improvement and effectiveness, educational change, change management, and training materials. Subject and author indexes and publishers' addresses are also provided. (LMI)

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Managing Educational Reform

NDC Resource Bank Annotated Bibliography No.6

ED320236

compiled by

B. S. Niblett

1st edition

Autumn 1988

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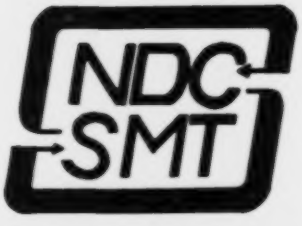

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RESOURCE BANK BIBLIOGRAPHY

This bibliography contains references and descriptive abstracts from the NDC Resources Database. Most of the books and pamphlets can be otained from booksellers. Some may only be obtained direct from the publisher or institution and these are marked §. The addresses of publishers are at the back of the bibliography. Journal articles may be obtained from any library and you may also be able to obtain other materials from your library through the British Library Inter-lending Scheme. Libraries can also provide theses, but these are normally available for consultation only.

The Resource Bank cannot lend any items although some are available in the Resource Bank for consultation. These are marked *.

Our information base is continually updated. We would be grateful to receive news of any references which could be included in the Database and would be pleased to receive any items for inclusion in the Resource Bank.

If you are able to pass on any references or materials to us, or would like information on the NDC's services, please contact:

Arthur Spencer, Information Officer, National Development Centre for School Management Training, 35 Berkeley Square, Bristol BS8 1JA.

Tel : (0272) 303030 Ext. M283

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POLICY AND POLICY ANALYSIS

1. BROADFOOT, Patricia
Power relations and English education: the changing role of central government.
Journal of Education Policy, 1(1), 1986, 53-62.

This paper examines the different ways in which, in England, national policies for education may be put into practice through the activities of that part of the central government administrative machinery responsible for education - the Department of Education and Science (DES). The paper distinguishes between the necessarily weak procedures for bureaucratic accountability that provide for overt control in such a formally decentralised system, and the increasingly significant, covert influence the DES can exert through various forms of indirect evaluative activity. In particular, it is suggested, it is the ability of central government through the DES to exert its influence indirectly by influencing the criteria of professional, self-imposed accountability which is most critical in determining the impact of policy priorities. Such influence which utilizes the legitimate channels of professional discourse typically becomes incorporated into the various evaluative criteria influencing teachers' own self-imposed goals. Thus it is argued, whilst the current accountability movement is associated with significant measures to increase the overt control of the DES, its impact on the articulation of professional priorities, because it is largely unremarked, is likely to be a great deal more significant.

2. BUSH, Tony
Rhetoric and reality: relationships between central government and local authorities.
London : Society of Education Officers, 1982.
12pp.
(Occasional Paper Number One)

This paper was commissioned by the Society to provide an authoritative account of the recent history and present position of local-central government relations. It covers: the arguments for retaining local government; the arguments for central control; the constitutional relationship; the financial relationship; the political relationship; other aspects such as administrative, judicial, inspection and advice, local authority associations; the future of the relationship.

3. DALE, Roger
Perspectives on policy making.
Milton Keynes : Open University Press, 1986.
E333 - Policy Making in Education. Module 1, Part 2.

The aims of this module are to identify the salient characteristics of methodologies used to study educational policy and some associated problems, to discuss some of the major theoretical perspectives that inform the study of education policy, to discuss how some of the assumptions explicit in these perspectives affect the ways in which particular aspects of policy making are treated, and to examine conceptions of the role of the state in relation to education policy.

4. JENKINS, W. I.
Policy analysis: a political and organisational perspective.
London : Martin Robertson, 1978.
278pp.
ISBN 0-85520-201-7

This book examines a number of analytical approaches to the study of public policy. It explores theoretical developments in policy studies arising from different intellectual origins. It advocates a theoretical stance that links concepts drawn from political science to those developed in the sociology of organisations.

5. MCNAY, Ian & OZGA, Jenny (eds)
Policy-making in education: the breakdown of consensus.
Oxford : Pergamon Press in association with the Open University, 1985.
Pbk. 341pp.
ISBN 0-08-032670-6 pbk.

This reader consists of a collection of articles which form part of the Open University Course E333, Policy-making in Education. The reader explores ways of understanding educational policy-making and a reassessment of the 'partnership' between central government, local government and teachers. The introductory section looks at the relation between educational policy and the economy and the role of values in influencing policy. The second section includes various perspectives on policy-making, including the role of competing interest groups. The third section looks at evidence for the breakdown in consensus, the role of the DES, impact of MSC, role of the University Grants Committee and school governing bodies. The fourth section looks at teachers' unions. The final section examines the impact of the principle of equality of opportunity - social policy, educational priority and class inequality.

6. MATHIESON, Margaret & BERNBAUM, Gerald
The British disease: a British tradition?
British Journal of Educational Studies, 36(2), 1988, 126-174.

The purpose of this article is to review and analyse the contemporary rhetoric and practices which are increasingly dominating British education and whose influences are already being felt in significant organisational, financial and curricular changes, both in schools and in high education. The central argument of this article is that the current ferment of activity and flurry of proposals to promote sciences, technology and commerce in English educational institutions are likely to be as unsuccessful as the initiatives taken in the last century.

7. MITCHELL, Douglas E.
Educational policy analysis: the state of the art.
Educational Administration Quarterly, 20(3), 1984, 129-160.

This article is a state of the art essay organisaed around four basic areas: historical, conceptual, topical and methodological perspectives. The article concludes with a postscript on possible new directions in educational policy research and with a discussion of a theoretical framework for relating policy research to the formation, implementation, and evaluation of specific policies.
*

8. OZGA, Jenny
The policy-makers.
Milton Keynes : Open University Press, 1986.
E333 - Policy Making in Education. Module 2, Part 2.

The aims of this module are to discuss the nature of LEA policy-making and constraints upon it; to discuss the nature of DES policy-making and constraints upon it; to assess the influence of politicians and professionals on education policy-making at the DES and in LEAs; to assess the extent to which educational policy-making is subject to financial restraints; and to consider whether recent developments amount to a strengthening of central control over education policy and a consequent diminishing of the concept of a partnership in policy-making.

9. PASCAL, C.
Democratised primary school government: a decade of development.
Educational Studies, 13(3), 1987, 267-279.

The article reviews the last ten years of policy development in school government, ending with a consideration of the 1986 Education Act and the forthcoming Education Reform Act. It concludes that although in theory power and responsibility have been given to various participants, the policy makers have not given these participants the means whereby they can achieve a true democratisation of school government.

10. VICKERS, Colin
Secondary school management in Ontario, Canada: educational change in response to reality.
School Organization, 6(1), 1986, 131-139.

This paper discusses changes in secondary school education in Canada which are similar to those taking place in Britain. The timing and the reasons for the changes may differ and thus the responses of educational leaders to those changes in one country may provide useful examples for leaders in other countries.
*

GOVERNMENT INITIATIVES AND RESPONSES

11. MACLURE, J. Stuart
Educational documents England and Wales 1816 to the present day.
5th ed.
London : Methuen, 1986.
Pbk. 445pp.
ISBN 0-416-39470-1
This book brings together selected extracts from leading official documents which plot the development of a public system of education in England and Wales since 1816. This edition covers documents up to and including 1984.

12. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Better schools.
London : HMSO, 1985.
Pamphlet. 95pp.
Cmnd. 9469.
ISBN 0-10-194690-2
The Government has reviewed policies for school education in England and Wales. This White Paper sets out its conclusions. Topics include curriculum; examinations and pupil assessment; teaching quality; school discipline; parents; minority groups; legal aspects; resources management; LEA management ; independent schools.
*

13. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE.
Better schools: evaluation and appraisal. Proceedings of a conference, Birmingham, 14-15 November, 1985.
London : HMSO, 1986.
Pbk. 194pp.
ISBN 0-11-270586-3
The DES organised a conference in November 1985 to concentrate attention on the need for evaluation and appraisal in the interest of raising standards, and to promote the active participation in the work that is needed at all levels. This volume contains the conference papers. There are four main sections. The first is on assessment techniques and includes papers on pupil assessment, external examinations, school records of academic achievement, inspection, staff appraisal, and school based review. The second part is on the role and responsibility of the school. Part 3 discusses the role and responsibility of the LEA. Part 4 consists of a speech by the Secretary of State for Education and Science.
*

14. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Primary schools: some aspects of good practice.
London : HMSO, 1987.
Pamphlet. 34pp.
ISBN 0-11-270605-3
The good practice described in this document is based on the work of children and teachers in primary schools in England. The range of examples cover the major aspects of primary education, and was observed by HM Inspectors in the normal course of visiting schools. The focus of the document is upon effective learning and some of the associated aspects of teaching.
*

15. GREAT BRITAIN. HOUSE OF COMMONS. EDUCATION, SCIENCE AND ARTS COMMITTEE
Third report from the Education, Science and Arts Committee. Session 1985-86. Achievement in primary schools. Volume 1. Report together with the proceedings of the Committee.
London : HMSO, 1986.
Pbk. 298pp.
ISBN 0-10-011165-3

The focal point of the inquiry was to identify those factors which encourage or inhibit a child's achievement at primary school. It relates to primary schools in England, maintained or supported by LEAs, and to children up to the age of 11. It was made with regard to pre-school education and links with primary school, effects of falling rolls, viability of small schools, methods of teaching, the curriculum, including the role of specialist teaching, the role of parents and governors, and comparisons with other countries. Part 1 considers some issues in primary education, such as accountability, school and community, multicultural education, resources and expenditure. Part 2 looks at provision for children under five, curriculum content and organisation, the role of teachers and others, including ancillary staff, advisers and inspectors, parents, and at teaching materials. It also looks at the management of the system. Part 3 looks at teacher education. This includes initial training and the management of INSET. The report concludes with a summary, conclusions, and recommendations.
*

16. UNITED KINGDOM
Education (No. 2) Act 1986. Chapter 61.
London : HMSO, November 1986.
Pbk. 88pp.
ISBN 0-10-546186-5

This Act refers to school governing bodies, curriculum, discipline, reports to parents, pupils - admission, appointment and dismissal of staff, and a number of miscellaneous provisions such as freedom of speech in higher education, sex education, abolition of corporal punishment, staff appraisal, school transport, change of status from a controlled school to an aided school.
*

17. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Education (publication of proposals to change status of a controlled school) Regulations 1987.
London : DES, March 1987.
Pamphlet. 2pp.
(Circular 2/87)

The attached regulations prescribe the manner of publication of proposals for an order of the Secretary of State to change the status of a controlled school to that of an aided school.
*

18. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Education (No 2) Act 1986: regulations made under Sections 51, 61, and 62 and 3rd Commencement Order.
London : DES, July 1987.
Pamphlet. 3pp.
(Circular No 6/87)

The purpose of this circular is to: offer guidance on the Further Education (Regroupment) Regulations 1987; draw LEAs' attention to the

Education (No 2) Act 1986 (Commencement No 3) Order 1987; offer guidance on the Education (Governing Bodies of Institutions of Further Education) Regulations 1987.
*

19. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Education (No 2) Act 1986: further guidance.
London : DES, August 1987.
Pamphlet. 29pp.
(Circular No 7/87)
The purpose of this circular is to offer guidance and draw attention to the later provisions of the Act relating to governors, LEAs' curriculum policy, and political education.
*

20. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Admission of pupils to maintained schools. (Consultation paper)
London : DES, 1987.
Pamphlet. 3pp.
ISBN X-10-158420-1
This document relates to the Government's proposals to legislate for schools to admit pupils up to the limits of available capacity.
*

21. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Admission of pupils to maintained schools.
London : DES, 1987.
Photocopy. 3pp.
This paper sets out detailed proposals of the Government's intention to change the present arrangements for schools' admissions so that schools will be required to admit pupils up to the limits of the available capacity of each school.
*

22. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Draft circular. Guidance on admission of pupils to county and voluntary schools.
London : DES, 1988.
This draft circular provides for LEAs or governors to decide whether a school should be expanded. It also covers grammar schools, church aided schools, reduction of a standard number, calculation of teaching space.

23. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
School governors: a new role.
London : DES, 1988.
Pamphlet. 7pp.
This leaflet summarises the changes being brought about as a result of the Education (No 2) Act 1986 and the proposals included in the Education reform Bill.

24. HARDING, Peter
A guide to governing schools.
London : Paul Chapman Publishing, 1988.
Pbk. 320pp.
ISBN 0-06-318739 X
This book provides coverage of the governor's role in aspects of school government such as: the educational system; powers and functions of governors; financial management; school premises; school

discipline; curriculum; staffing; staff selection; selection interviewing; meetings. It includes resources for information.

25. LONDON BLACK GOVERNORS COLLECTIVE
The black governors hand book for action.
London : LBGC.
Comb binder. 50pp.
This book aims 1) to highlight and comment on the main provisions of the 1986 Education Act and the Baker proposals and 2) to give governors a close insight into schools. It gives the main provisions of the Act and the LBGC's comments on them. It also refers to recent circulars. Part II looks at the role of the governor, including anti-racist and anti-sexist action in school.

26. NATIONAL ASSOCIATION OF GOVERNORS AND MANAGERS
The Head's report to governors.
NAGM, 1988.
Pamphlet. 6pp.
(Paper No 16)
This paper describes the purpose and nature of the head's termly report to governors as laid down by the Education (No.2) Act 1986. It gives a checklist of what might be included in the report, covering staff, pupils, curriculum, activities, premises and grounds, finance, and special topics.
*

27. NATIONAL ASSOCIATION OF GOVERNORS AND MANAGERS
The governors' annual report and parents' meeting.
NAGM, 1988.
Pamphlet. 5pp.
(Paper No 23)
This paper is a record of what was discussed at four conferences organised by NAGM to pool the experiences of governors since the Education (No 2) Act 1986 was implemented in Summer 1987. It is intended to be a guide for governors when they begin to plan their next annual report and parents' meeting.
*

28. SCHOOL GOVERNOR
Involving parents.
School Governor, Issue 3, June 1988, 17-26.
This special core section looks at the formal rights of parents regarding governing bodies, parent governor elections, reports and meetings, and the role of governors in communicating with parents.
*

29. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Charges for school activities: consultation document.
London : DES, October 1987.
Photocopy. 10pp.
This paper invites views on LEAs' practices in charging parents for various educational activities, and whether legislation should be introduced.
*

CITY TECHNOLOGY COLLEGES

30. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
City Technology Colleges: a new choice of school.
London : DES, October, 1986.
Pamphlet. 15pp.

This publication sets out the Government's proposals to establish a network of City Technology Colleges (CTC) in urban areas. It describes the thinking behind the proposal, what CTCs will be, catchment areas and selection for admission, funding, curriculum, staffing, location, management, relationship to the educational system, and timetable for introduction. There is an annexe illustrating possible curricula.

EXTERNAL EXAMINATIONS

31. LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS
GCSE In-Service Training News, No 1, December 1985.

The purpose of this newsletter is to keep schools, colleges and other interested parties in touch with the plans of LEAG for its in-service training and briefing of teachers preparing for GCSE. It gives details of the background to the introduction of GCSE, the present position, DES INSET programmes, and contacts for information.

32. MIDLAND EXAMINING GROUP
MEG Examiner.

This news-sheet is published one a term to communicate directly with individual teachers, alert them to major issues and developments and provide a steady flow of information and comment on the Group's work. It provides for networking and teacher cluster groups.

33. MIDLAND EXAMINING GROUP
GCSE Examinations 1988 and 1989. Handbook for centres.
September 1987.
Pamphlet. 38pp.

This pamhlet sets out the provisions relating to GCSE in 1988 and 1989 - regulations for entry, course work regulations, moderating, conduct of examinations, and timetable deviations.

34. MILLER, Jackie
A survey of the GCSE examinations.
Derby : Professional Association of Teachers Education Committee, February 1988.
Pamphlet. 18pp.

As part of the monitoring process the Education Committee of PAT compiled a questionnaire which was sent to the entire membership of PAT during the first week of september 1987. The information collected is reported here. The areas surveyd were class size, ancillary help, training, and books and equipment.

35. NATIONAL ASSOCIATION OF SCHOOLMASTERS/UNION OF WOMEN TEACHERS
G.C.S.E. examined: pass or fail?
London : NAS/UWT, 1987.
Pamphlet. 18pp.

This report describes the introduction of GCSE and the union's response to it. The main part of the report comprises the findings of a survey carried out in late 1986 of union members and LEAs in order to gain a picture of the implementation of GCSE.
*

36. NATIONAL CONFEDERATION OF PARENT TEACHER ASSOCIATIONS
The introduction of GCSE: where are we now?
Gravesend : NCPTA, May 1987.
Pamphlet. 6pp.
ISBN X-10-147246-2

Following the introduction of GCSE, NCPTA sent questionnaires to each secondary member home school organisation with a request to pass it on to the head teacher. A copy of the questionnaire is attached. 118 schools responded in Spring 1987. The results are therefore indicative of the position after two terms of GCSE. This paper reports on teacher shortages, ancillary staff shortages, cash funding, training, books, teaching aids, and equipment.

37. RADNOR, Hilary
GCSE - the impact of the introduction of GCSE at LEA and school level.
Slough : NFER.
ISBN 0-7005-0005-7

This one-year study had two stages: five LEAs were selected so that training activity in different parts of the country could be studied; one school was selected from each of the LEAs in the first part of the study in order to investigate the impact of the implementation of the exam at school level. Using data from interviews, questionnaires and observations, the project's final report provides a body of information on the strategies used, and will also assist those involved in providing INSET and staff development programmes. The report concludes that the introduction of GCSE was problematic for most schools.
*

38. SECONDARY EXAMINATIONS COUNCIL
SEC News. Newsletter of the Secondary Examinations Council.
London : SEC.

This newsletter gives information on developments and issues connected with GCSE examinations.

39. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Advancing A levels. Report of a Committe appointed by the Secretary of State for Education and Science and the Secretary of State for Wales. Chairman: G.R. Higginson.
London : HMSO, 1988.
Pamphlet. 51pp.
ISBN 0-11-270652-5

The Committe was asked to recommend the principles that should govern A level syllabuses and their assessment, and to set out a detailed plan of work for giving effect to its recommendations. The Committee examined written and oral submissions from individuals and organisations, and visited maintained and independent schools, sixth form colleges, and tertiary and further education colleges. The report looks at the present system, general principles, applying the principles, target population, syllabuses, assessment, implications, organisation, implementation and some consequences of the recommendations.
*

40. GREAT BRITAIN. CENTRAL OFFICE OF INFORMATION
Advanced Supplementary (AS) Levels: a guide for schools and colleges.
London : DES, 1987.
Brochure. 7pp.
This leaflet is a brief intoduction to AS Levels.
*

41. GRAY, John & JESSON, David
Exam results and local authority league tables.
In: Harrison, Anthony & Gretton, John (eds)/Education & Training UK 1987: an economic, social and policy audit. Policy Journals, 1987, pp 33-41.
In this analysis the authors ask to what extent differences in pupils' performance may be attributable to differences in the effectiveness of individual authorities.

INITIAL TRAINING

42. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Teaching quality.
London : HMSO, 1983.
90pp.
Cmnd. 8836.
ISBN 0-10-188360-9
This White Paper examines factors which shape the demand for school teachers and the supply of newly trained teachers entering the profession, and reviews the prospects over the next decade.
*

43. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Qualified teacher status. Consultation document.
London : DES, May 1988.
Pamphlet. 9pp.
This document sets out the Secretary of State's proposals for significant revisions to the regulations on the granting of Qualified Teacher Status, to produce a simpler, more effective system.
*

STAFF DEVELOPMENT AND INSET

44. ADVISORY COMMITTEE ON THE SUPPLY AND TRAINING OF TEACHERS. INDUCTION AND IN-SERVICE TRAINING SUBCOMMITTEE
Making INSET work.
In: Bush, Tony. et al/Approaches to school management. Harper & Row, 1980.
This discussion is about the inservice education and training of teachers. It is intended for consideration by every teacher and every school. It suggests four practical steps that any school can take to plan its own programme: identifying needs; deciding on and implementing the general programme; evaluating the effectiveness of this programme; following up any ideas gained.

45. ADVISORY COMMITTE ON THE SUPPLY AND EDUCATION OF TEACHERS
The ACSET advice on INSET.
School Organization, 5(3), 1985, 261-286.
*

46. SCHOOL ORGANIZATION
Managing change: the professional development of teachers.
School Organization, Special Issue, 5(3), 1985.
This issue is devoted to the ACSET advice on INSET.
*

47. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Local Education Authority training grants scheme: financial year 1987-88. Circular 6/86
London : DES, 1986.
Pamphlet. 14pp.
Sets out details of the scheme: general principles, eligible training, eligible expenditure, amount of expenditure to be grant-aided, national priority areas, monitoring and evaluation, arrangements for collaboration.
*

48. GREAT BRITAIN. WELSH OFFICE
Local Education Authority training grants scheme: financial year 1987-88. Circular 47/86.
Cardiff : Welsh Office, Sep 1986.
Pamphlet. 10pp.
Sets out details of the scheme: general principles, eligible training, eligible expenditure, amount of expenditure to be grant-aided, national priority areas, monitoring and evaluation, arrangements for collaboration. (Equals DES Circular 6/86)
*

49. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Local Education Authority training grants scheme: financial year 1988-89.
London : DES, August 1987.
Pamphlet. 5pp + appendices.
(Circular No 9/87)
This circular sets out arrangements for the training grants scheme for its second year of operation; invites LEAs to submit their proposals for training; and records the Secretary of State's determination under the Regulations for the operation of the scheme for 1988-89. It invites LEAs to submit proposals for training in the year 1988-89.
*

50. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Local authority training grants scheme, 1989-90. Circular letter.
London : DES, May 1988.
The purpose of this letter is to inform LEAs of the proposed arrangements for the scheme in the financial year 1989-90.
*

51. HOPKINS, David (ed)
In-service training and educational development: an international survey.
London : Croom-Helm, 1986.
334pp. + bibliography & index.
ISBN 0-7099-3710-5
In-service training is viewed throughout the world as the key way of helping teachers equip themselves for educational change. The book surveys existing in-service initiatives and discusses how INSET might be extended and made more fruitful. It reports on extensive research

throughout the western world for OECD-CERI.
*

52. MCMAHON, Agnes & BOLAM, Ray
School management development: a handbook for LEAs.
Bristol : National Development Centre for School Management Training, 1987.
Report. 88pp.
The overall purpose of the LEA Handbook is to help senior LEA staff to plan, implement and evaluate a school management development policy and programme which will improve learning and teaching in the authority's schools.
*

TRIST

53. MANPOWER SERVICES COMMISSION
Directory of TRIST practice.
Sheffield : Manpower services Commission, 1988.
Binder.
(TVEI R(T)7)
ISBN 0-86392-239-2
This directory aims to assist in the exchange of TRIST information and materials. A wide range of TRIST activities is included and guidance on its use given. More comprehensive information is contained in the electronic directory held on the NERIS national curriculum database.

54. HOLLY, Peter, JAMES, Tony & YOUNG, Jane
DELTA Project: the experience of TRIST: practioners' views of INSET and recommendations for the future.
Manpower Services Commission, 1988.
Pbk. 61pp.
(TVEI R(T)9
This report by the Dissemination arising from Evaluations of Local TRIST Activities (DELTA) project team is part of the TRIST national dissemination program. The focus areas of the report are INSET and its evaluation.Part 1 describes the DELTA project and TRIST. Part 2 looks at INSET processes - establishment, application, support and evaluation.

55. BATTLE, Sandra...[et al]
National evaluation report: an evaluation of TRIST management.
Manpower Services Commission, 1988.
Pbk. 78pp.
(TVEI R(T)11A)
This report presents the findings of one of the national evaluations of TRIST and forms part of the TRIST dissemination programme. It is organised in three parts. Part 1 sets the context for discussion of the evaluation findings, reviews trends in policy and practice prior to TRIST - ACSET, Better Schools and TRIST - sets out the scope and objectives of the national evaluation, outlines the design and methodology, and discusses dimensions of INSET management identified as significant. Part 2 reports the findings of the evaluation. Part 3 draws together the findings on the overall impact and legacy of TRIST and concludes by identifying a number of wider issues identified during the course of the study.

56. MANPOWER SERVICES COMMISSION
MSC summative report.
Manpower Services Commission, 1988.
Pbk. 42pp.
(TVEI R(T)12)
This report gives the background to TVEI and TRIST, looks at the key issues emerging from TRIST, organisation and management, activities, monitoring and evaluation, and TRIST in Scotland.

57. ERAUT, Michael, PENNYCUICK, David & RADNOR, Hilary
Local evaluation of INSET: a meta-evaluation of TRIST evaluations.
Bristol : National Development Centre for School Management Training, 1988.
48pp.
ISBN 1-870869-15-X
One of the requirements of TVEI Related In-Service Training (TRIST) was that they should be evaluated locally. The University of Sussex proposed a study of how LEAs handled this sudden demand for evaluating INSET programmes. This document is a report of that study. It describes the origin of the project and its rationale, methodology and contextual factors. Chapter 2 of the report provides a definition of evalaution, who does it, external factors, training and costs. Subsequent chapters look at the management of evaluation, evaluating INSET courses and activities, and strategic evaluation.
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58. HALL, Valerie & OLDROYD, David
Managing INSET in local education authorities: applying conclusions from TRIST.
Bristol : National Development Centre for School Management Training, 1988.
Report. 88pp.
ISBN 1-870869-20-6
This booklet is one of three commissioned by MSC as part of the TRIST dissemination programme. It is written for those in LEAs with a special responsibility for the professional development of school and college staff. Its purpose is to help LEA offices and advisers, staff development coordinators, locally elected members, governors, headteachers and others to manage INSET more effectively. The contents include the management process and policy; establishing roles, structures and consultative procedures for managing INSET; needs analysis and priorities; planning and design of INSET; implementation and follow-up; evaluation of INSET.

59. OLDROYD, David & HALL, Valerie
Managing professional development and INSET: a handbook for schools and colleges.
Bristol : National Development Centre for School Management Training, 1988.
Ring binder. 103pp.
ISBN 1-870869-25-7
This handbook is one of three publications commissioned by the Manpower Services Commission as part of the TRIST dissemination programme. It comprises: an introduction to managing INSET at school/college level; INSET management process and policy; needs analysis and priorities; planning and design of INSET; implementation and follow up of INSET activities; monitoring, evaluation and review of INSET; conclusion and annotated bibliography.
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60. EDUCATION
In-service TRIST.
Education, 171(6), 1988, p119.

Study of eight LEA's experience with TRIST offers some useful pointers to the way the new funding for INSET will work in a wider context.

61. HOLLY, P. & MARTIN, D.
A head start? Primary schools and the TRIST experience.
Cambridge Journal of Education, 17(3), 1987, 186-196.

The authors consider TRIST (TVEI-Related In-Service Training) as having four stages: establishing, applying, supporting, and integrating. Following detailed consideration of these issues as they operated in secondary schools, the authors argue that there is much to be learned for the primary phase. They suggest that a concerted approach to school development has implications for the ways in which schools integrate INSET activities and for the providers of such activities. They also suggest that primary schools could learn much about the management of change.

GRIST

62. BOLAM, Ray
What is effective INSET?
From: Professional Development and INSET: Proceedings of the 1987 NFER Members Conference.
Slough : National Foundation for Educational Research, 1988, pp 38-53.
Reprint.

The purpose of this paper is to explore the implications of the changes in INSET since the publication of the James Report in 1972, particularly in view of the Government's national policy goals of improved teaching quality, better schools, and a commitment to a strategy for ensuring that this happens through GRIST. The paper addresses the question of what is effective INSET by looking at what is known about effective INSET and how reliable is the technical knowledge, and asking what are the policy, practice and research implications and what should we do about them? The paper argues that there is now a body of reliable professional knowledge about the kinds of INSET which are most likely to be effective in improving teaching and learning and school management, but that the recently introduced arrangements for the management of INSET make it less likely that this knowledge will be put to good use at a time when it could be most valuable in supporting the implementation of national policy, that they encourage the take-up of short rather than long courses and jeapordise HE provision and providing institutions, and contribute to the deprofessionalisation of the education profession as a whole.
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63. GRAHAM, Jim
Centralisation of power and the new INSET funding.
British Journal of In-Service Education, 13(1), Winter 1986, 5-9.

This paper is an edited version of an address given at a conference held by the Standing Committee for the Education and Training of Teachers in the Public Sector, 25th June 1986. It develops a critique of the new funding proposals and the inexorable drift towards central control.
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64. HARLAND, J.
The new INSET: a transformation scene.
Journal of Education Policy, 2(3), 1987, 235-243.
The author argues that the increased funding of INSET by specific government grant has undermined the professionalism of teachers, since it reinforces and rigidifies a conception of curriculum control and development as something logically prior to teacher development. Previously the object and rationale of the best of both initial and in-service education was that extending the professional development of teachers would lead to curriculum development and a greater awareness on the part of teachers.

65. JONES, K., O'SULLIVAN, F. & REID, K.
The challenge of the 'New INSET'.
Educational Review, 39(3), 1987, 191-202.
This article reviews the change of INSET arrangements from a provider-led model to a school-focused model as a product of TRIST and GRIST. Looking to the future the authors list policy, process, management, delivery and accountability as being central issues in INSET.

66. JONES, Kevin
November 1986 - an historical perspective.
Management in Education, 1(1), 1987, p26.
This article explains the background to GRIST.
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67. JONES, Ken & REID, Ken
Some implications of the new INSET regulations.
British Journal of In-Service Education, 14(2), 1988, 122-128.
The authors look at the background leading up to the replacement of TRIST by GRIST. They examine DES Circular 6/86 in detail, and the implications generally, for FE colleges and secondary schools, for the primary sector, and for higher education.
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68. PEACOCK, Alan
The evaluation of INSET: are we being realistic?
Evaluation Newsletter, 10(2), 1986, 70-83.
Some ideas for the evaluation of GRIST were outlined at a conference on 'Evaluation of Inset', 23-25 February, 1987, University of Exeter. The purpose of this paper is to consider the current situation and, using the Exeter papers as a starting point, propose desiderata for the creation of realistic evaluation plans.
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69. REID, Ken
Problems and possibilities.
Education, 171(23), 1988, 492-3.
The author looks at the the operation of GRIST after one year of operation, such as the way in which Grist is being organised by LEAs, needs analysis, involvement by schools and teachers. He identifies a number of problems which have arisen. These are the demise of the long course, the failure to differentiate between personal development needs and school-based needs, insufficient well organised schemes, course evaluation, and duplication of courses. The author then suggests further changes which will occur due to the new Education Act.
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RELIGIOUS EDUCATION

70. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
(Collective worship in schools)
London : DES, 1987.
Pamphlet. 4pp.

The document relates to recommendations on collective worship in schools put forward by the Education, Science and Arts Committee, which suggested that the law should be amended to allow greater flexibility on when daily worship takes place and how it should be organised.

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PUPIL RECORDS

71. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Regulations on the keeping and disclosure of pupil records: a consultative document.
London : DES, 1987.
Photocopy. 19pp.

This paper contains proposals for regulations governing the keeping and disclosure of records on school pupils, with the primary aim of allowing parents access to records kept on their children. They relate only to manual records held in maintained schools and non-maintained special schools. A draft version of the Statutory Instrument is included.

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ETHNIC STATISTICS

72. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Draft circular. Ethnically based statistics on school pupils.
London : DES, July 1987.
Photocopy. 10pp.

This draft circular sets out proposals to require LEAs to institute systems for the collection of information which parents provide on a voluntary basis, on pupils' ethnic origin, mother tongue and religious affiliation and to make aggregated returns of this information to the DES.

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PAY AND CONDITIONS

73. UNITED KINGDOM
Teachers' Pay and Conditions Act 1987. Chapter I.
London : HMSO, 2nd March 1987.
Photocopy. 8pp.

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74. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
School teachers' pay and conditions of employment: the Government's proposals.
London : DES, March 1987.
Photocopy. 16pp.

This document sets out the Government's proposals for pay increases for teachers in 1987 and for the conditions of employment which will become part of the contracts of employment.

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75. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
School teachers' pay and conditions of employment.
London : DES, May 1987.
14pp.
(Circular 5/87)
This circular identifies key features of the arrangements for pay set out in the School Teachers' Pay and Conditions Document 1987.
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76. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
School teachers' pay and conditions of employment.
London : DES, August 1987.
14pp.
(Circular 8/87)
This circular identifies key features of the arrangements for pay set out in the School Teachers' Pay and Conditions Document 1987.
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77. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Teachers' pay and conditions: a consultative document.
London : HMSO, 1987.
Pamphlet. 36pp.
Cm 238
ISBN 0-10-1023820-0
This document is concerned with future arrangements for the pay and conditions of school teachers in England and Wales. The Teachers' Pay and Conditions Act 1987 provided for interim arrangements. The Government intends to move to permanent arrangements. This Green Paper provides a basis for consultations. Part I sets out the history of pay determination arrangements. Part II discusses requirements for the future, the wide range of different interests, the changing context, and alternative new arrangements. It also sets out the form of negotiating group the Government believes to be appropriate.
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78. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
School teachers' pay and conditions document 1987.
London : HMSO, 1987.
Pamphlet. 42pp.
ISBN 0-11-270629-0
This document contains provisions relating to the pay and other conditions of employment of school teachers in England and Wales in primary, secondary and special schools.
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79. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
School teachers' pay and conditions document 1988.
London : HMSO, 1988.
40pp.
ISBN 0-11-270654-1
This document contains provisions relating to the pay and other conditions of employment of school teachers in England and Wales in primary, secondary and special schools.
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80. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Report of the Interim Advisory Committee on School Teachers' Pay and Conditions 31 March 1988. Chairman: Lord Chilver.
London : HMSO, 1988.
Report. 74pp.
Cm 363
ISBN 0-10-103632-9
This report presents the context of the Committee's work; a summary of the evidence collected; chapters on recruitment, retention, motivation and quality, teachers' salaries and incentive allowances, other pay issues, conditions of service and management; and a list of recommendations.
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81. ASSOCIATION OF ASSISTANT MASTERS AND MISTRESSES
The Education (School Teachers' Pay and Conditions of Employment) Order 1987: advice to members.
London : AMMA, May 1987.
This document explains the conditions of service which apply to teachers following the coming into force of the Order on 30th April 1987. The document also provides guidance on how individual AMMA members and local representatives should react to the new situation. It covers the professional duties of a teacher, public examinations, supply cover, job description, working time, pupil working days, directed staff days, hours of work, and deputy heads.
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82. EDUCATION
Baker's civil service teachers?
Education, 170(18), 1987, p361.
This article comments on the Green Paper 'Teachers' Pay and Conditions'.
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83. NATIONAL ASSOCIATION OF HEAD TEACHERS
NAHT comments on the Green Paper "Teachers pay and conditions - a consultative document".
NAHT Bulletin, No 7, February 1988, 6-8.
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84. NATIONAL UNION OF TEACHERS AND NATIONAL ASSOCIATION OF SCHOOLMASTERS/UNION OF WOMEN TEACHERS
Guidelines for school representatives on the operation of the Government's imposed conditions of employment.
NAS/UWT, April 1987.
This document contains advice from NUT and NAS/UWT on the Order now in force on conditions of employment. It covers directed time, planned activities, notional hours, and job description.
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85. SCHOOL GOVERNOR
Teachers' pay and conditions.
School Governor, Issue 2, March 1988, 17-24.
This section of the journal looks at the implications of the Teachers' Pay and Conditions Act 1987 for governors. It explains what teachers earn and lists the new main scale and incentive allowances. It also looks at the duties and working time of heads, deputies and classroom teachers as laid down by the Act.
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86. SUTTON, John
Conditions of employment: implications for school management.
London : Secondary Heads Association, 1987.
Pamphlet.

This booklet spells out what the Teachers' Pay and Conditions Act 1987 will mean for SHA members as school managers. It deals with the hours and days which teachers must put in under the direction of the head, cover for absent colleagues, and the allocation of allowances.

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

87. MANPOWER SERVICES COMMISSION
Extension of the Technical and Vocational Education Initiative (TVEI). Aims and criteria.
London : Manpower Services Commission, March 1987.
(TVEI (E) 1)

This document states the aims and criteria of TVEI including the institutional and management arrangements, resources, and local support arrangements. An appendix gives a statement of curricular criteria.

88. MANPOWER SERVICES COMMISSION
Extension of the Technical and Vocational Education Initiative (TVEI). Framework of entry and financial arrangements.
London : Manpower Services Commission, March 1987.
(TVEI (E) 2 (1988))

This document states the eligibility rules which have been designed to provide a range of options for LEAs' entry to the TVEI extension scheme, and the funding arrangements.

89. MANPOWER SERVICES COMMISSION
Extension of the Technical and Vocational Education Initiative Preparatory stage for authorities not at present participating in the initiative.
London : Manpower Services Commission, March 1987.
(TVEI (E) 3 (1988))

Authorities not at present participating or due to participate are being offered a further opportunity to take part by way of a 3 year preparatory stage starting in 1988 leading subsequently to full involvement in the TVEI extension. The preferred format for proposals is attached at Annex A. Details of the financial requirements are given in subsequent annexes.

90. MANPOWER SERVICES COMMISSION
Extension of the Technical and Vocational Education Initiative Guidance for authorities preparing extension proposals for implementation from 1988.
London : Manpower Services Commission, March 1987.
(TVEI (E) 4 (1988))

Authorities who will have run pilot projects for three or more are years are invited to submit proposals for funding to extend TVEI from the Autumn of 1988. Annex A suggests a format for presenting to full proposals. Annexes B to D give further information about funding and the financial and staffing figures which should accompany proposals.

91. MANPOWER SERVICES COMMISSION
Extension of the Technical and Vocational Education Initiative Development funding.
London : Manpower Services Commission, March 1987.
(TVEI (E) 5 (1988))
This document explains the opportunity for LEAs to propose using some of the funding available to it for the TVEI extension to support the development of arrangements for the effective introduction of some of its plans in advance of agreement to its full proposals for extension.

92. MANPOWER SERVICES COMMISSION
TVEI Insight. Journal of the Technical and Vocational Initiative.
London : MSC.

93. HINCKLEY, Susan M....[et al]
The TVEI experience: views from teachers and students.
Sheffield : Manpower Services Commission, 1987.
164pp.
(TVEI E3)
Prepared for MSC by National Foundation for Educational Research.
The MSC commissioned the NFER to conduct a major evaluation of the organisation and operation of TVEI schemes, and to gather the perceptions of the various parties concerned. This document contains the papers: implementing TVEI: some teacher-related issues; students views and expectations upon entry to a TVEI scheme; consumer reactions two years on: fifth years' perceptions of TVEI; and work experience in TVEI: students views and reactions.

94. STONEY, Sheila M., POLE, Christopher, J. & SIMS, David
Management of TVEI. National evaluation of the organisation and operation of TVEI. Interim papers on the theme of management issues: a summary.
Sheffield : Manpower Services Commission, 1986.
Pamphlet. 9pp.
(TVEI R5)
Prepared for MSC by National Foundation for Educational Research.
The MSC commissioned the NFER to conduct a major evaluation of the organisation and operation of TVEI schemes, and to gather the perceptions of the various parties concerned. The first set of interim papers is based on the qualitative and quantitative data gathered from project coordinators, school heads, school TVEI coordinators and TVEI teachers. These data have been supplemented by other documented evidence provided by the projects. This pamphlet summarises the papers; project organisation; role of the project coordinator in the management of TVEI; views and experiences of heads of TVEI schools; role of the school coordinator in TVEI; INSET for teachers within TVEI; and dissemination strategy.

95. STONEY, Sheila M., POLE, Christopher, J. & SIMS, David
Management of TVEI. National evaluation of the organisation and operation of TVEI. Interim papers on the theme of management issues.
Sheffield : Manpower Services Commission, 1986.
106pp.
(TVEI R6)
Prepared for MSC by National Foundation for Educational Research.
The MSC commissioned the NFER to conduct a major evaluation of the organisation and operation of TVEI schemes, and to gather the perceptions of the various parties concerned. The first set of

interim papers is based on the qualitative and quantitative data gathered from project coordinators, school heads, school TVEI coordinators and TVEI teachers. These data have been supplemented by other documented evidence provided by the projects. The papers are: national evaluation of the organisation and introduction of TVEI: an introduction; implementing TVEI: some project and school perspectives; the role of project coordinators in the management of TVEI; the role of the school coordinator in the implementation of TVEI; INSET in TVEI: aims, problems, solutions; summary and conclusions.

96. MANPOWER SERVICES COMMISSION
TVEI 1987 extension workshop in Leeds 15/16 October 1987.
Leeds : MSC, 1987.

This document contains the workshop aims and objectives, agenda, list of attenders, and workshop outcomes. Also enclosed is a brief summary of TVEI in Dumfries and Galloway which was not available at the time of the workshop. Interested readers can obtain copies of any or all of the eleven LEAs involved in the workshop by approaching the MSC Leeds office.

97. BARNES, Douglas...[et al]
The TVEI curriculum 14-16: an interim report based on case studies in twelve schools.
Sheffield : Manpower Services Commission, 1987.
144pp.
(TVEI E1)
Prepared for MSC by University of Leeds School of Education.

The curriculum evaluation team based at Leeds commenced work in September 1985. This first report relates to 12 schools visited in 1985-86. It is concerned with the curriculum followed by students aged 14-16 i.e. with the first two years of the TVEI programme only. It looks at the influence of organisation upon the TVEI curriculum; teaching styles; technology; business studies; personal and social education; work experience; assessment.

98. CROMPTON, Kevin
A curriculum for enterprise: pedagogy or propaganda?
School Organization, 7(1), 1987, 5-11.

This paper explores some of the underlying assumptions of the emphasis of curriculum for enterprise and relates it to other movements in education.
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99. DEVON COUNTY COUNCIL
TVEI Exeter: a submission to the Manpower Services Commission under the extension of the Technical and Vocational Education Initiative.
Devon County Council, July 1987.

100. FURTHER EDUCATION UNIT & SCHOOL CURRICULUM DEVELOPMENT COMMITTEE
Supporting TVEI: FE and the development of technical and vocational curricula.
London : FEU.
ISBN 0-946469-34-2

This document is a manual of guidance intended primarily to encourage FE colleges to become involved with TVEI schemes and represents a cooperative effort of the School Curriculum Development Committee and FEU. An outline of a core for a 14-16 technically and vocationally orientated curriculum is presented as a basis for

discussion and consultation. Chapters 3-9 each concentrate on an essential aspect of the task - planning the four-year framework; the curriculum; vocational guidance, counselling and pupil assessment; accreditation; special needs; evaluation and review; staff development.
*

101. GLEESON, D. (ed)
TVEI and secondary education: a critical appraisal.
Milton Keynes : Open University Press, 1987.
200pp.
ISBN 0-335-15538-3
This book examines certain fundamental issues associated with the implementation of TVEI and explores its effects on schools and colleges at the practical level. A broad range of topics are looked at including the impact of TVEI on teacher-pupil relations, modular structures, mixed ability, work experience, pupil profiles, progression, equal opportunity, school and industry work links. It looks closely at TVEI practice via the activities and experiences of those involved, including headteachers and principals, teachers, pupils, parents, career officers, LEA and MSC administrators, employers and other interested parties.

102. HOLT, Michael (ed)
Skills and vocationalism.
Milton Keynes : Open University Press, 1987.
172pp.
ISBN 0-335-10290-5 ; 0-335-10289-1 pbk.
This book considers 'transferable skills' and the concept of training which lies behind the Youth Training Scheme (YTS) and the Technical and Vocational Education Initiative (TVEI).

103. HOPKINS, David (ed)
Evaluating TVEI: some methodological issues.
Cambridge : Cambridge Institute of Education, 1986.
Pbk. 65pp.
(Occasional Monograph on Evaluation Issues, No 1)
ISBN 0-85603-013-9
The series focuses on the methodological issues associated with TVEI evaluation. This publication contains papers on: methodological issues in evaluating TVEI; practical tips on evaluation; the role of the TVEI local evaluator; how to choose an evaluator; developing a large-scale local evaluation of TVEI in Lancaster; and evaluating an evaluation.
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104. LYNAS, P.
Post-16 TVEI.
Serch, 8, 1986, 9-11.
This paper looks at the approaches adopted to the design and organisation of the post-16 TVEI curriculum in each of the 14 pilot LEAs. The author concludes that most authorities identified a desire to influence teaching methodologies but TVEI is not seen as a detailed and definitive outline of desired curriculum innovation but rather as a financial invitation to experiment with new directions in the curriculum. In most cases however, the TVEI programme consists of two separate forms of provision for most students, one 14-16 and the other 16-18.

105. NIXON, J.
Feeling the change: thoughts on the evaluation task for Sheffield.
Serch, 8, 1986, 1-4.

This paper outlines the evaluation approach adopted within Sheffield LEA for the TVEI related INSET and the Low Attaining Pupils project. Central to the approach is the involvement of teachers in the evaluation of their own work and the strengthening of local networks so as to facilitate regular feedback to schools across the city. In participating in this evaluation it is hoped that teachers will gain ownership of change and enable them to use it in their own classrooms and personal development.

106. SLATER, Sdney M.
Education and industry: a partnership in action.
School Organization, 7(1), 1987, 35-38.

This paper describes some school/industry initiatives, in particular the TVEI initiative at one school in Solihull.
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107. WARD, Tony
School and industry.
Teachers' Weekly, 11th Jan, No 13, 1988, 22-23.

The author is TVEI coordinator at the Holte School which was one of eight schools in the Birmingham area selected to launch the TVEI project. In drawing together the many strings of industrial involvement the idea of an Industry Centre based in school was born. The article describes the setting up and running of the Centre.
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108. UNITED KINGDOM
Education Reform Bill 1987. 20th November 1987.
London : HMSO, 1987.
167pp.
ISBN 0-10-305388-3

109. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Education reform Bill (Summary)
London : DES, 1987.
25pp.
ISBN X-10-158346-9

110. GREAT BRITAIN. DEPARTMENT OF EDUCATION FOR NORTHERN IRELAND
Education in Northern Ireland - proposals for reform.
London : HMSO, March 1988.
Pamphlet. 24pp.
The purpose of this paper is to examine the position in Northern Ireland with regard to the educational reforms being proposed for the rest of the UK and to see how comparable reforms should be introduced. It provides a basis for comment and consultation.

111. BAKER, Kenneth
Baker on the record.
School Governor, Issue 1, Nov 1987, 7-9.
The Secretary of State explains his plans for state education and his optimism about governor power.
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112. BAKER, Kenneth
Secretary of State's speech to the 75th North of England Education Conference, Nottingham, Wednesday 6 January 1988.
Photocopy. 18pp.
This document is the text of a speech made by the Secretary of State for Education in which he explains the purposes of the Education Reform Bill.
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113. BAKER, Kenneth
NAHT Annual Conference speech. June 3, 1988.
London : DES News, 171/88.
The Secretary of State for Education addressed the National Association of Headteachers in Eastbourne. This is a report of the speech, in which Mr. Baker told the conference that headteachers had a vital part to play in making a success of education reform. He outlined the timetable for school reforms. The speech covered the implementation of the national curriculum, assessment and testing, open enrolment, financial delegation, parents, education support grants, the LEA training grants scheme, and management training and development. The speech is reproduced in full.
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114. ANDREWS, Stuart
Baker's progress.
Conference & Common Room, 25(1), 1988, 3-4.
The author looks at the implications of the Education Reform Bill for independent schools.
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115. ASSOCIATION OF COUNTY COUNCILS
Education - what price the Bill? The Association of County Councils' response to the consultative papers published by the Department of Education and Science.
London : ACC, October, 1987.
Pamphlet. 56pp.
ISBN 0901-783-331

This document sets out the Association's response to the six major consultative papers issued by the Secretary of State for Education. It contains a general response on the stated aims of the consultative papers. There are then specific responses to collective worship, national curriculum 5-16, admission of pupils, grant maintained schools, financial delegation to schools, and maintained further education.
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116. ASSOCIATION OF COUNTY COUNCILS
What's the Bill? A commentary on the costs and consequences of the Education Bill.
London : ACC, January 1988.
Pamphlet. 7pp.

This document sets out the Association's response to the six major consultative papers issued by the Secretary of State for Education. It lists briefly the changes, what the changes will mean to pupils, parents, schools, governing bodies, students in post-compulsory education, industry, LEAs, and central government. The paper also sets out what the Association believes will be the costs of implementing the legislation.
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117. BLISHEN, Edward
What happened to reality?
Forum, 30(3), 1988, 68-72.

This article is a report on the conference Unite for Education held in London on March 19th 1988 which was organised in opposition to the Education reform Bill.

118. COUNCIL OF LOCAL EDUCATION AUTHORITIES
Standing Conference on Education.
London : CLEA, October 1987.

The Standing Conference on Education arises out of a resolution of the 1987 Conference of the Council of Local Education Authorities. The aim of the Standing Conference is to provide a forum for all interested parties to give full consideration to Government proposals affecting the maintained education system of England and Wales. The objectives are the formulation of responses to the proposals and where appropriate the promotion of alternative proposals, and the promotion of a system of education through the provision of a comprehensive range of publicly funded services which reflects local interests as represented by LEAs and their partners.

119. COUNCIL OF LOCAL EDUCATION AUTHORITIES
1st Standing Conference on Education. Monday 26th October 1987, Birmingham. Summaries of responses to the Government's consultation papers on education.
London : CLEA, October 1987.
52pp.

This gives the responses of 22 bodies invited to the meeting with CLEA on 18th September 1987.

120. COUNTY EDUCATION OFFICERS' SOCIETY
Education - a case for partnership.
September 1987.
Photocopy. 13pp.

This paper is a public statement on matters of educational policy in the context of the Government's declared intentions through the Education Reform Bill to alter fundamentally the basis of the relationship between central and local government in the delivery of the public education service.

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121. DEEM, Rosemary
The Great Education Reform Bill 1988 - some issues and implications.
Journal of Education Policy, 3(2), 1988, 181-189.

This article explores some of the wider policy issues and concerns raised by the Education Reform Bill, in particular the implications for control over schooling. There is a brief discussion about the main aspects of the Bill's proposals as they affect schools. The author then considers the extent to which the Bill gives power to the Secretary of State for Education and parents and governors, whilst removing power from LEAs and teachers. It is pointed out that the proposals will make any long term educational planning and policy implementation across a range of schools very difficult. The paper concludes by questioning whether all the intentions of the Bill will be realised but notes that opposition to the Bill has not fully taken on board strategies for improving the quality of education.

122. HAVILAND, Julian (ed)
Take care, Mr. Baker!
London : Fourth Estate, 1988.
Pbk. 276pp.
ISBN 0-9477-9587-1

This book is a guide to the debate on the Education Reform Bill. It presents a selection of the most authoritative and persuasive comments which the Secretary of State for Education has received. There is an introductory chapter consisting of a statement of the Government's political case taken from the official report of Kenneth Baker's speech in the debate on the second reading of the Bill in the House of Commons on 1 December 1987, and the political case against taken from a submission by the Campaign for the Advancement of State Education. The following chapters discuss the proposals separately - there is a summary of the proposals, a comment on the proposals, and responses to the consultation documents - national curriculum, testing and assessment, opting out, local financial management, open enrolment, charging for school activities, inner London, higher and further education. The final chapter looks at the constitutional implications of the transfer of power from local authorities to central government.

123. NATIONAL ASSOCIATION OF GOVERNORS AND MANAGERS
DES consultation September 1987. NAGM's response.
NAGM, 1987.
Photocopy. 2pp.

This document states the NAGM's response to the government's proposals on admissions, financial delegation, grant-maintained schools, and the national curriculum.

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124. NATIONAL ASSOCIATION OF GOVERNORS AND MANAGERS
Schools for the future: the Government proposals.
London : NAGM, 1987.
Pamphlet. 54pp.
ISBN 0-9512881-0-5
This booklet aims to assist those taking part in the discussion on the Government's proposals to introduce an Education Bill in 1988. It presents summaries of the proposals and some of the comments being made.
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125. NATIONAL ASSOCIATION OF SCHOOLMASTERS/UNION OF WOMEN TEACHERS
NASUWT Conference Report, Blackpool, April 1988.
NASUWT Career Teacher Journal, Summer 1988, Conference Report Supplement.
16pp.
This issue of the journal contains a detailed report of the motions debated in public sessions - Employment Bill, Educational Reform Bill, pension rights, salaries and conditions of service, stress, financial delegation and grant maintained schools, abolition of ILEA, school discipline, national salary scales, 1986 Education No 2 Act, GCSE - professional fee, salary negotiations, child abuse. It also includes extracts from the address by the National President.
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126. NOTTINGHAMSHIRE COUNTY COUNCIL
"In search of excellence". 75th North of England Education Conference Nottingham, 4 - 6 January 1988.
Nottingham : Nottinghamshire County Council, 1988.
20pp.
Details of the conference speakers, conference programme.
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127. NORTH OF ENGLAND EDUCATION CONFERENCE
Texts of speeches and papers given at the conference.
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128. ROWE, Andrew
Chancing change: the Baker proposals examined.
London : Milgate Publishing Ltd.
Pamphlet. 17pp.
ISBN 1-870934-00-8
The author is an MP, a former teacher and a governor, member of the Swann Committee and of the Tory Reform Group. He tries to point out some of the ways in which the proposals in the Education Reform Bill need to be strengthened before the reforms can be expected to achieve their purpose. He looks at financial delegation to schools, the role of governors, opting out, and teacher training.

129. SCHOOL GOVERNOR
Kenneth Baker's GERBIL: facts, figures, comment.
School Governor, Issue 1, Nov 1987, 17-27.
This section of School Governor explains what the changes proposed in state education will mean for schools and children. It looks at the national curriculum, a summary of the Bill, financial proposals.
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130. SECONDARY HEADS ASSOCIATION
Staffing implications of Government initiatives.
London : SHA, 1988.
The document calls for the Government and LEAs to acknowledge and implement the staffing implications of GCSE, TVEI, the national curriculum and pastoral work.

131. SHAW, Ken
The management of central Government-imposed initiatives.
International Journal of Educational Management, 2(1), 1988, 7-15.
An attempt is made to bring together the various initiatives imposed on local government and individual establishments. The need for greater accountability, coupled with greater emphasis on financial control throughout the system, may stifle flexibility, responsiveness and imagination if not handled carefully in the current climate. New initiatives require strategic management and a good leadership to succeed.
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132. SIMON, Brian
Bending the rules: the Baker 'Reform' of education. 2nd ed.
London : Lawrence & Wishart, 1988.
Pbk. 190pp.
ISBN 0-85315-693-X
This book sets out to explain what the author considers to be the real meaning of the Education Reform Bill. He provides the arguments needed to counter what he sees as a threat to Britain's educational system. The book describes the background and objectives of the Government's policy and then considers open enrolment and opting out, local financial management, the breakup of ILEA, further and higher education, the national curriculum and testing. There is a chapter on the constitutional issues raised by the Bill. The final chapter sets out the main clauses of the Bill, describes the political, press and organisations' responses, and suggests that unity between all sections of the educational system may have a chance of minimising the effects.

133. SURKES, Sue
Baker plays for time.
Times Educational Supplement, May 13, 1988, p1.
Article on teacher shortages in specialist subjects, and timetable for GERBIL - testing.
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134. VLIET, Anita van de
Testing time for schools.
Management Today, December 1987, 56-62.
The author states that if Britain doesn't create an education system that maximises the talents of its young people, by 2010 there will be a real shortage of the skilled labour needed to support an increasing population of elderly. She discusses the Education Reform Bill and contrasts education in Britain with industrial competitors.
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135. WILLIAMS, Shirley
Hockerill lecture 1987.
Hockerill Educational Foundation.
Pamphlet. 8pp.
Delivered by the Right Hon. Mrs. Shirley Williams (Former Secretary of State for Education) on 20th November 1987 at King's College (University of London).
This lecture looks briefly at post-war education in England and Wales and the criticisms of the system during that time. The main part of the lecture argues that the Education Reform Bill is an abandonment of any attempt to establish a consensus on education.

136. WRAGG, Ted
Education in the market place.
London : National Union of Teachers, 1988.
Pamphlet.
This is a sustained critique of the market forces philosophy which powers the Education reform Bill. The author is in no doubt that the implementation of this ideology through the Bill will have a disatrous effect on the provision of public education.

NATIONAL CURRICULUM

137. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
The national curriculum 5-16: a consultation document.
London : DES, July 1987.
Pamphlet. 34pp + appendices.
This document sets out the reasons for the Government's decision to introduce legislation to provide for a national curriculum in maintained schools in England and Wales, describes what the legislation will contain, and indicates what other steps the Secretaries of State intend to take so that it can be introduced in schools as soon as possible.
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138. EDUCATION
Mr. Baker's recipe for the core curriculum.
Education, 169(5), 1987, p101.
Report on an address by the Secretary of State for Education to the Society of Education Officers Annual Meeting in London, 23rd January 1987, in which he outlined a national core curriculum of at least five subjects, based on agreed criteria.
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139. EDUCATION + TRAINING
The proposed national curriculum.
Education + Training, 30(1), 1988, 11-13.
This article is based on the response which has been made by the RSA Examinations Board to the Government's consultative document.
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140. IVEN, Henry
The national curriculum: the hinge of fate.
NASUWT Career Teacher Journal, Winter 1987, 21-22.
This article looks at the background to the aims and objectives of the Government's proposals for a national curriculum and examines the proposals and the consequences for LEAs, schools and teachers.
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141. LAWTON, Denis & CHITTY, Clyde (eds)
The national curriculum.
London : University of London Institute of Education, 1988.
(Bedford Way Papers 33)

This paper argues that the national curriculum has little to do with the concept of a common curriculum and is an attack on the comprehensive system. The paper contains essays by nine contributors who are all senior staff at ULIE.

142. NATIONAL ASSOCIATION OF SCHOOLMASTERS/UNION OF WOMEN TEACHERS
The National Curriculum 5-16: a DES consultation document. NAS/UWT response.
NAS/UWT. September 1987.
Photocopy. 8pp.

This paper gives the response of the NAS/UWT to the Government proposals for the national curriculum.
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143. RATCLIFFE, Ray
A baker's dozen, 13 ways to slice up education.
School Organization, 8(1), 1988, 91-97.

This article examines the Government's plans for a national curriculum to be emobodied in the Education (Reform) Bill. The author is highly critical of the proposals.
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144. SCHOOL CURRICULUM DEVELOPMENT COMMITTEE
The national curriculum 5-16: response from SCDC.
London : SCDC, September 1987.
Photocopy. 16pp + annexes.

This paper builds on an earlier paper 'Towards a National Curriculum', March 1987, which summarised the case in favour of a national curriculum. The present paper has been written after consultation with the Board of SCDC, its committe for Wales, the senior staff of SCDC and the directors of its major projects. Annex A contains a response from the Committe for Wales relating specifically to the national curriculum in Wales.

145. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE & WELSH OFFICE
Integrated courses for the 14-6 age group. Interim national criteria.
London : DES, October 1987.
Pamphlet. 18pp.
ISBN X-10-158581-X

The criteria set out in this document will apply to all integrated courses offered to the 14-16 age group from September 1988. They have been approved by the Secretaries of State for Education and Wales. They will require early revision once the Government's proposals for the national curriculum are enacted.

146. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
National curriculum: report of the task group on assessment and testing. A report. (Chairman: P.J. Black)
London : DES, 1988.

The task group looked at assessment and testing in the UK and abroad and propose a new model of assessment which builds on existing good practice. The report sets out the arguments and recommendations for a national system of assessment and testing. It discusses the purpose of an assessment system, how particular performance components may be combined to form overall assessment for pupils at and across various ages, how they should be reported, and implications for primary, secondary and special needs. Further sections set out various consequences for the tasks of the national curriculum subject working groups and for phasing the introduction of national assessment arrangements, and the implications for the setting up and support of a national system. The final section discusses general conclusions and summarises the recommendations.

147. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
National curriculum: report of the task group on assessment and testing. Three supplementary reports.
London : DES, 1988.
Pbk. 63pp.

The task group looked at assessment and testing in the UK and abroad and propose a new model of assessment which builds on existing good practice. The first supplementary report examines the chief issues raised in public reaction to the Task Group's main report and comments on these. The second records the outcome of further consultations and discussion on more specific criteria for assessment arrangements in different subjects. The third report presents the Task Group's conclusions on the arrangements for implementation, administration and support of national assessment.
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148. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
National Curriculum: Task Group on Assessment and Testing, Report: a digest for schools.
London : DES, 1988.

A summary of the TGAT report.

149. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
National Curriculum Working Group on English.
Chairman: Prof. Brian Cox.
London : DES News, 129/88, April 29th 1988.

The Secretary of State for Education announced the setting up of the Working Group. It is asked to take account of the relevant recommendations of the Kingman Committee of Inquiry into the Teaching of English Language (HMSO, 1988). The interim report will be published in September 1988 and the final report in April 1989. This paper sets out the relevant recommendations from the Kingman report, the terms of reference, the task, approach, and supplementary guidance to the chairman.

150. DENVIR, Brenda, BROWN, Margaret & EVE, Patrick
Attainment targets and assessment in the primary phase: report of the Mathematics Feasability Study.
London : Centre for Educational Studies, King's College London, September 1987.
Report. 162pp.

The feasability study has its origins in the White Paper "Better Schools". Its purposes were: to draw together conclusions of HMI and others on the range of the mathematics curriculum which attainment targets (AT) need to cover; to describe the state-of-the-art of setting AT for mathematics at age 11; to propose a range of AT taking account of differing aptitudes and abilities of children and to consider the research required for the definition of AT; identify the nature and scope for research necessary to develop a range of assessment techniques. The study continued, taking into account the changing circumstances arising from the Government's proposals for a national curriculum and testing. The report discusses and examines the overall purposes of AT. Chapters 2 and 3 discuss possible systems of AT in mathematics at age 11 and related assessment. Chapter 4 examines issues relating to the implementation of AT. Chapter 5 describes empirical case studies relating to specific areas of the curriculum and specific assessment methods. Chapter 6 is a summary of conclusions and suggested programmes of development.

151. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
National Curriculum Mathematics Working Group: interim report.
Chairman: Prof. R. Blin-Stoyle.
London : DES, November 1987.
ISBN X-10-158448-1

The Working Group was set up by the Secretary of State for Education in July 1987 to recommend attainment targets (AT) and programmes of study for mathematics within the framework of a proposed national foundation curriculum. The Group was to report on: the contribution of mathematics to the overall school curriculum which will inform the Group's thinking on AT and programmes of study; provisional thinking about the knowledge, skills, understanding and aptitudes which pupils of differing abilities and maturity should be expected to have attained and be able to demonstrate at or around the end of the academic year in which they reach the ages of (7), 11, 14 and 16; provisional thinking about the programme of study through from age 5 to 16 which would be consistent with the AT provisionally identified. The Group was further requested to make initial recommendations in their interim report about assessment and performance related to AT, and in particular what might appropriately be measured by externally set tests rather than by other techniques of assessment.

152. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
National Curriculum Science Working Group: interim report.
London : DES, November 1987.
72pp + annexes.
ISBN X-10-158440-6

The Working Group was set up by the Secretary of State for Education in July 1987 to recommend attainment targets (AT) and programmes of study for science within the framework of a proposed national foundation curriculum. The remit was extended in September 1987 to cover technology as well as science at primary level. The Group was to report on: the contribution of science to the overall school curriculum which will inform the Group's thinking on AT and

programmes of study; provisional thinking about the knowledge, skills, understanding and aptitudes which pupils of differing abilities and maturity should be expected to have attained and be able to demonstrate at or around the end of the academic year in which they reach the ages of (7), 11, 14 and 16; provisional thinking about the programme of study through from age 5 to 16 which would be consistent with the AT provisionally identified. The Group was further requested to make initial recommendations in their interim report about assessment and performance related to AT, and in particular what might appropriately be measured by externally set tests rather than by other techniques of assessment.

153. CRESSWELL, M. J.
Describing examination performance: grade criteria in public examinations.
Educational Studies, 13(3), 1987, 247-265.

The development of grade criteria for GCSE is described. They are an attempt to make more explicit the likely levels of competence and knowledge that might be expected of candidates obtaining particular grades and to provide realistic targets for teachers and pupils. The conclusion is that these aims are unlikely to be met, and that a clarification of the purposes of the examinations is needed.

154. FAIRBAIRN, D. J.
Pupil profiling: some policy issues from school-based practice.
Journal of Education Policy, 2(3), 1987, 223-234.

The article reviews the history of profiling and describes the experience of four comprehensive schools which have studied the subject seriously. It concludes that methods of assessment and examining have so far given rise to a hierarchy of achievement. More INSET is needed and policy makers are advised to take heed of the issues raised by the research so far.

155. HORWITZ, C. J.
The management implications of introducing records of achievement into secondary schools.
Thesis (M.Sc.) - Sheffield City Polytechnic, 1987.

In response to growing interest in the development of pupils' records the government issued a policy statement in July 1984 in which it set criteria for a scheme aimed at introducing a record of achievement for all school leavers by 1990. This study examines the growth of this concept and explores the reasons for its widespread support. This is followed by an investigation into the possible character of the document, the dilemmas it highlights and the impact it could make on a secondary school. Further sections consider the management implications for introducing this innovation.

156. MUNBY, Stephen, OGILVIE, Chris & SUTTON, Ruth
INSET and records of achievement - where do we go from here?
British Journal of In-Service Education, 14(1), 1987, 18-22.

This article attempts to analayse the changing context in which everyone involved in INSET for records of achievement finds themselves and suggest ways forwards for future INSET in the light of government statements. It raises the issue of the relationship between INSET, records of achievement and staff appraisal and argues that the principles and processes involved in the recording of pupil achievement should be reflected in the nature of INSET provided for teachers.

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157. MURPHY, Roger
Assessing a national curriculum
Journal of Education Policy, 2(4), 1987, 317-323.
The current proposals to introduce a national curriculum are considered in relation to their possible implications for pupil assessment. A dominant theme in the policy announcements so far has been to relate the national curriculum to a system of attainment targets and benchmark tests for 7, 11 and 14 year olds. The paper focuses specifically on benchmark tests and explores some of the difficulties that may be encountered in implementing such an assessment system. Particular attention is paid to the implied characteristics of criterion-referencing and differentiated asessment, and the extent to which the system might be able to incorporate these features. The possible impact of such an assessment system on teaching in schools is also considered, along with the role teachers might play in carrying out benchmark testing. Finally, an alternative basis for assessing a national curriculum is put forward in an attempt to overcome what are seen as major weaknesses in the current proposals.

158. SCHOOL CURRICULUM DEVELOPMENT COMMITTEE
Records of achievement: a guide to some organisations and initiatives.
London : SCDC, 1987.
Pamphlet. 11pp.
This directory lists organisations involved with pupil assessment, pupil profiling or records of achievement, together with LEAs who run schemes or have pilot projects in these areas.
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159. SECONDARY EXAMINATIONS COUNCIL
Coursework assessment in GCSE.
London : SEC, May 1985.
Pamphlet. 8pp.
(Working Paper 2)
ISBN X-10-149045-2
This paper outlines the SEC's views on assessment by means of course work.

160. SECONDARY EXAMINATIONS COUNCIL
Differentiated assessment in GCSE.
London : SEC, May 1985.
Pamphlet. 8pp.
(Working Paper 1)
ISBN X-10-149037-1
SEC produces a series of Working Papers concerned with assessment. This paper is designed to give guidance to those engaged in developing or approving syllabuses, assessment materials and award procedures.

161. SECONDARY EXAMINATIONS COUNCIL
Records of achievement National Steering Committee. Interim report.
SEC News, No 9, Summer, 1988, p6.
This article summarises the SEC's response.

GRANT-MAINTAINED SCHOOLS

162. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Education reform Bill: draft guidance on the Government's proposals for grant-maintained schools.
London : DES, June 1988.
Photocopy. 39pp.
Chapter IV of the Education Reform Bill contains provisions whereby the governing body of any maintained secondary school or large primary school may apply to opt out of LEA control and become a grant-maintained school. This draft guidance is intended to inform discussion during the Bill's passage through Parliament. It covers all the provisions in Chapter IV of the Bill except postal ballots of parents on which guidance will be issued later. The relevant provisions to be included in the draft Finance Regulations are summarised in a paper attached.
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163. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Grant maintained schools: consultation paper.
London : DES, July 1987.
Photocopy. 9pp.
This paper covers the proposals to allow the governing body of county and voluntary maintained schools to apply for maintenance by grant from central government. It would apply to secondary schools and large primary schools.
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164. DAVIES, Martin
Week by week.
Education, 171(6), 1988, p111.
The author ponders on the wider implications of opting out.

FINANCIAL DELEGATION

165. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Financial delegation to schools: consultation paper.
London : DES, July 1987.
Photocopy. 7pp.
This paper sets out the proposals for financial delegation to schools.
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166. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
Education reform act: financial delegation to schools. (Draft consultation document)
London : DES, 1988,
56pp.
ISBN X-10-171814-3
This gives guidance to LEAs to help prepare for the introduction of financial delegation in schools and to inform discussion of the relevant clauses of the Education reform Bill.

167. AUDIT COMMISSION
Delegation of management to schools.
London : HMSO, 1988.
This report says that there is as yet no existing delegation of management scheme which meets the requirements of the proposed legislation. The role of local authorities and their officers will

have to change. Formal inspections of schools will have to be undertaken more frequently and more formal records will have to be kept by advisers and inspectors. The balance of the advisers' and inspectors' job between reporting to the authority and providing support and advice to schools will have to change. The inspectors will be less concerned with allocating resources to schools and school governors will be more interested in their reports. The role of education will also be affected by the changed role of the local inspectorate. The Commission believes that it is possible for LEAs to relate resources to need without conflicting with the two basic requirements: the ability of the LEA to contain the aggregate of all schools' budget shares within a laid down total; and compliance with DES stipulation that formulas be clear and linked to pupil numbers weighted for differences in age.

168. COOPERS & LYBRAND
Financial delegation to schools: a report to the Department of Education and Science.
London : Department of Education and Science, 1988.
Report. 54pp.

The Secretary of State last May commissioned Coopers & Lybrand to undertake a management consultancy to provide financial management information systems and implementation strategy. This report covers the scope and operation of financial delegation, management implications of formulae for resource allocation, implications for the LEA, implications for schools, information requirements, and implementation.
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169. COULSON, Norman
Budgeting for special needs.
Education, 171(16), 1988, 340-341.

The author argues that local financial management might prove the biggest boost for genuine integration of children with special needs since the Warnock report. The article looks at the factors involved, with the attention focused on secondary schools.
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170. DENNISON, William
Top heavy.
Times Educational Supplement, 3 June, 1988, p22.

The author assesses the effect of schemes of financial delegation on the role of the primary head.
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171. EDUCATION
Bringing free competition into the supplies market.
Education, 171(7), 1988, p129.

Schools with delegated budgets will be free to purchase their supplies and equipment from any source they wish. The British Educational Equipment Association (BEEA) is seeking DES accreditation of bona fide equipment suppliers and an improved code of conduct for sales representatives to guard against cheap and unsuitable goods being sold to schools. BEEA is also preparing a guide for governors and headteachers on the new purchasing operations. It's director says that the Coopers and Lybrand report did not treat purchasing adequately.

172. EDUCATION
Delegated budgets are 'an act of faith'.
Education, 171(12), 1988, p247.
A brief article arising from a seminar held on local financial management. It discusses some problems of devolution of authority to headteachers, training, open enrolment.
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173. EDUCATION
Delegating school budgets.
Education, 171(20), 1988, Digest.
4pp.
This digest summarizes the draft guidelines issued by the Department of Education and Science to help LEAs prepare schemes of financial delegation to schools.
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174. EDUCATION
The school budget formula.
Education, 172(1), 1988, Digest.
This Digest summarises the draft guidelines issued by DES to help LEAs prepare schemes of financial delegation to schools.
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175. ESP, Derek
Education, 171(23), 1988, p283.
The author argues that the Education Reform Bill throws up both problems and opportunities over competition.
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176. ESP, Derek
Education, 171(21), 1988, p443.
The author tries to clarify the rules surrounding local financial management.
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177. GOSPEL, Geoffrey
Financial delegation to schools: official response.
Derby : Professional Association of Teachers, 1987.
Paper. 3pp.
This paper gives the PAT's official response to the Government's consultation paper.
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178. GOSPEL, Geoffrey
Local financial management.
Derby : Professional Association of Teachers, 1987.
Paper. 1pp.
(PAT Information Sheet)
This is information sheet is written as an initial view of the subject of local financial management.
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179. HEYWOOD, John
Fishing for complements.
Times Educational Supplement, 3 June, 1988, p22.
The author foresees difficulties for schools trying to fix staffing levels under schemes of financial delegation.
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180. KNIGHT, Brian
The impact of fixed costs.
Education, 171(5), 1988, 98-99.
The author looks at the role of fixed costs in local financial management formulas and suggests that, as part of solely pupil related formula, the results could be devastating. A school with falling rolls would suffer while one with rising rolls would flourish.
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181. NATIONAL ASSOCIATION OF SCHOOLMASTERS/UNION OF WOMEN TEACHERS
Delegated financial management in schools (DFM).
London : NAS/UWT, 1988.
Pamphlet. 3pp.
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182. NATIONAL UNION OF TEACHERS
Financial delegation to schools: the response of the National Union of Teachers to the Government's consulative document.
London : NUT, 1987.
Pamphlet. 10pp.
This booklet sets out the Union's reply.
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183. SIMKINS, Tim
Finance and the head.
Management in Education, 1(3), 1987, 15-16.
This paper looks at the implications for the management role of the head from the spread of local finance management.
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184. SOCIETY OF EDUCATION OFFICERS
Financial delegation to schools: consultative document.
London : SEO, 1988.
Photocopy. 7pp.
The Society's official response to the Government's consultation paper. The SEO is in favour of greater financial delegation to schools but has major concerns which are set out here.
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185. SOUTH, Laurie
Local financial management: an overview.
International Journal of Educational Management, 1(1), 1987, 21-31.
The topic of delegation of financial management to schools is currently of much interest. The author points out some of the benefits and pitfalls that this can bring.
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186. TEACHERS' WEEKLY
Financing formula revealed.
Teachers' Weekly, 23 May 1988, p3.
Details fom the draft consultative document published by DES to LEAs on preparation for financial delegation to schools.
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187. TEACHERS' WEEKLY
Secretaries: too much work.
Teachers' Weekly, 22 Feb, 1988, p5.
Education, 171(7), 1988, p132.
The School Secretaries' Association fears that the Education Reform Bill will land school secretaries with vast amounts of extra paperwork because of the plans to give schools powers to control their own budgets. Critics of the Bill say schools will have to hire extra staff including bursars to run budgets. The Association is to examine projects in which some LEAs are giving schools financial independence to see what the effects are on secretaries.
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INNER LONDON EDUCATION AUTHORITY

188. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
The organisation of education in inner London: a consultation paper.
London : DES, 1987
Photocopy. 14pp.
ISBN X-10-15846-4
This paper sets out the proposals for the organisation of education in Inner London, whereby boroughs will be able to apply to become LEAs for their own areas. ILEA will continue to provide for those boroughs who do not wish to do so.
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189. GREAT BRITAIN. DEPARTMENT OF EDUCATION AND SCIENCE
The transfer of responsibility for education in Inner London. Draft guidance.
London : DES, April 1988.
Photocopy. 22pp + annexes.
The principal purpose of this document is to set out, as a basis for consultation, the Secretary of State's preliminary view of the matters which will need to be included in development plans of inner London councils which are to become the LEA for their area from 1st April 1990.

190. INNER LONDON EDUCATION AUTHORITY
ILEA - responding to the challenge.
London : ILEA, November 1987.
Pamphlet. 10pp.
This pamphlet is a shortened version of the Inner London Education Authority's formal response to the consultation paper "The Organisation of Education in Inner London", published by DES in September 1987.
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191. NATIONAL ASSOCIATION OF SCHOOLMASTERS/UNION OF WOMEN TEACHERS
NAS/UWT response to DES consultation paper: the organisation of education in Inner London.
London : NAS/UWT, October 1987.
Pamphlet. 6pp.
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192. DUNFORD, John
The curriculum private eye.
Education, 171(15), 1988, p315.
The author considers what effect the Education Bill will have on the role of Her Majesty's Inspectorate.
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193. LAWTON, Denis & GORDON, Peter
HMI.
London : Routledge & Kegan Paul, 1987.
x; 180pp.
ISBN 0-7102-0604-6
The authors explore the connection between Her Majesty's Inspectorate of Schools (HMI) and educational policy. They examine the development of HMI since 1939, giving an outline of the major issues and events, and analysing the changing functions of the Inspectorate. Particular chapters deal with women inspectors, the role of the Chief Inspector, and the relationships between HMI, DES and LEAs. The authors emphasise the position of HMI as a group of professional educationalists. They devote a chapter to the Raynor Report (1983), showing that HMI emerged from that review strengthened in their position of independence, and that despite recent controversies they have retained their autonomy and freedom from political interference.
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ADVISERS

194. LEWIS, J. A.
The educational advisory service in Cheshire with emphasis on the degree to which advisers operate as agents of change.
Thesis (M.Sc.) - Crewe & Alsager College of Higher Education, 1984.
This study examines the various roles played by the Advisory Service within Cheshire LEA and the extent to which advisers are seen as change agents within the educational framework of an LEA with regard to curriculum development.

195. NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH
LEA advisers project. July 1985-August 1987.
Slough : NFER.
This NFER-funded research aims to study the roles, management and practices of LEA advisory services throughout England and Wales. The project's aims are: to describe the various expected roles and responsibilities of advisers within the context of LEA policy and with reference to the adviser's position within the service; to study the working practices of advisers and identify the skills, knowledge and strategies used in carrying out the various aspects of the job; to describe various LEA policies on the role of the advisory service and on the recruitment of advisers; to explore heads', college principals', teachers', LEA officers' and advisers' perceptions of the service with a view to identifying its particular strengths and areas of difficulty; to present the information amassed from the study in a form which will assist LEAs who wish to review and develop the work of their advisory services.

196. SURKES, Sue
Inspectors hold the key to the success of the reforms.
Times Educational Supplement, 24th June, 1988, p7.

This article is a report of the Permanent Secretary at the DES' talk to the executive committee of the National Association of Inspectors and Educational Advisers. LEA inspectors and advisers will be expected to play a key role in the implementation and promotion of Government policy once the Education Reform Bill becomes law, particularly in the introduction of the national curriculum. Heads and school governors would look to inspectors for advice and support on new duties. The inspectors would also have a role to play in financial delegation by helping schools to ensure teaching and learning improved as a result. The inspectorate's role would also extend to Government initiatives not covered by the Bill - the national teacher appraisal schemes which the Government intends to introduce over three or four years from September 1989; assessment and testing; GRIST.

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197. MCMAHON, Agnes...[et al]
Guidelines for review and internal development in schools.
Primary school handbook.
London : Longman for the Schools Council, 1984.
Pbk.
(Schools Council Programme 1. Purpose and Planning in Schools)
ISBN 0-582-17213-6
This handbook is the result of a joint project of the Schools Council and Bristol University School of Education which concentrated on assisting whole staffs to carry out a systematic self-review of policy and practice at their school.
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198. MCMAHON, Agnes...[et al]
Guidelines for review and internal development in schools.
Secondary school handbook.
London : Longman for the Schools Council, 1984.
Pbk. 78pp.
(Schools Council Programme 1. Purpose and Planning in Schools)
ISBN 0-582-17219-5
This handbook is the result of a joint project of the Schools Council and Bristol University School of Education which concentrated on assisting whole staffs to carry out a systematic self-review of policy and practice at their school.
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199. CONSTABLE, Hilary, BROWN, Ron & WILLIAMS, Ralph
An evaluation of the implementation of Grids in one local education authority.
Educational Management and Administration, 16(1), 1988, 43-58.
This paper reports the salient features of the evaluation of the implementation of Grids. The introduction of Grids was received positively. Teachers welcomed their greater involvement in decisions and better communications. Further work was found to be needed in the process of change in schools
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200. BOLAM, Ray
Innovation and the problem-solving school.
Sage Annual Review Sociological & Educational Change, 1, 1977, 236-262.
Reprint.
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201. BOLAM, Ray
School improvement: the national scene.
School Organization, 6(3), 1986, 314-320.
This paper was presented at a conference 'Managing Change for School Improvement' at Digby Stuart College, Roehampton on 13-15 September 1985. It sets the innovations discussed at the conference in the context of national policies and developments in school improvement; offers a preliminary analysis of these innovations; highlights some key issues associated with the management of change; and outlines a framework of support and training for the management of change.
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202. BRAND, John (ed)
Managing change for school improvement.
School Organization, 6(3), 1986. Special Issue.
This issue contains the reports of a conference held at Digby Stuart College, Roehampton, in September 1985. The purpose of the conference was to examine frameworks for change in the context of curricular, staff and organisational development.
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203. CLARK, David L, LOTTO, Linda S. & ASTUTO, Terry A.
Effective schools and school improvement: a comparative analysis of two lines of inquiry.
Educational Administration Quarterly, 20(3), 1984, 41-68.
The perspective that has emerged from the school effectiveness literature is that specific school characteristics are associated with successful student outcomes. The school improvement literature suggests that agreement on variables affecting educational change programs in schools is nearly as high as in the school effectiveness literature. This paper examines the two traditions of research singly for findings and generalisations, reviews the conceptual and technical adequacy of the research, and asserts the generalisations that policy makers and practitioners might reasonably infer about what affects school success and how schools change.

204. CRANDALL, D. P., EISEMANN, W. & LOUIS, K. S.
Strategic planning issues that bear on the success of school improvement efforts.
Educational Administration Quarterly, 22(3), 1986, 21-53.
Research related to school improvement can be related to issues concerned with the nature of the desired changes in schools and to the development of a school improvement plan. In drawing conclusions about how strategic planning might be strengthened, an underlying pressure is that findings from large scale studies provide not rules but suggestions which should be sensitive both to contingencies and to specific local conditions.
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205. DALIN, Per & RUST, Val
Can schools learn?
Windsor : NFER-Nelson, 1983.
Pbk. 207pp.
Includes bibliography.
ISBN 0-7005-0610-1
The authors develop a conceptual framework for school improvement and describe an actual institutional development programme that has been used in various schools and teacher-education institutions in recent years. The programme is firmly orientated towards the practioner, and towards development in the individual school.
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206. EDELFELT, Roy A. (ed)
Staff development for school improvement: an ilustration.
Ypsilanti, Mich. : National Center on Teaching and Learning, 1983.
Pbk. 102pp.
Includes bibliography
The staff Development for Shool Improvement (SDSI) program is a school-university collaboration designed to provide school staff with the skills and procedures they need to identify and address their most pressing problems. It is based at Eastern Michigan University

from where faculty members act as facilitators in local schools. This book is a collection of papers on various aspects of the program.
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207. EVANS, D. G.
The application of concepts of effectiveness to secondary schools.
Thesis (M.Sc.) - Sheffield City Polytechnic, 1984.

From the premise that, in the present educational and economic context, schools have to be effective and to be seen to be effective, various definitions and concepts of effectiveness are examined. Traditional approaches - the goals approach, the system resources approach, and process approach - are analysed in a school context, and found to be inappropriate. Recent perspectives on schools as loosely coupled systems and organised anarchies are discussed along with alternative models of effectiveness: a contingency model and a multiple constituency model. From this discussion, it is proposed that the appropriate concept of effectiveness for secondary schools is a multiple constituency approach. The application of this concept to schools is analysed, and various implications, problems and issues arising are examined, so that schools can in practice assess and demonstrate their effectiveness.

208. FULLAN, Michael, MILES, Matthew B. & TAYLOR, Gib
Organization development in schools: the state of the art.
Review of Educational Research, 1980, 50(1), 121-183.

In this review the authors assess the state of the art of organisation development (OD) in four respects: critiquing and clarifying the values, goals, and assumptions of OD in general and as applied to education; identifying and analysing the various models and operating characteristics of OD in practice (conditions and strategies affecting its initiation, implementation, and continuation); assessing the impact or outcomes of OD on achievement, productivity, and attitudes; and reconsidering OD's future, and suggesting policy implications for educational agencies at different levels.
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209. GEORGE, Paul S. & OLDAKER, Lynn L.
A national survey of middle school effectiveness.
Educational Leadership, 43(4), 1985, 79-85.

Data from 130 schools show that changing to a middle school organisation positively affects academic achievement, school discipline and personal development, school climate, staff morale, staff development, relationships with parents and school and community relationships.
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210. GLATTER, Ron
The management of school improvement.
In: Hoyle, E. & McMahon, A./World Yearbook of Education: the management of schools. Kogan Page, 1986. pp 87-99.

This chapter is based on reflections arising from the author's participation in the OECD/CERI International School Improvement Project. The scope of the term school improvement is considered as well as its different connotations in different national contexts. The connection between improvement processes and routine operations is examined, and it is argued that we should focus attention on how the management of improvement and the management of maintenance relate to one another, rather than regard them as largely separate

activities. It is noted that recent research on the improvement process has emphasised the importance of the more intuitive, judgemental aspects of the management task, and this is related to the broader conceptual shift from an over-reliance on rational, linear models of how change occurs in schools towards acceptance of a far wider range of explanations. Some recent schemes for classifying various perspectives on or images of schools are briefly discussed, and contrasts between the behaviour of those attempting to manage improvements on the basis of different images are indicated. The calls for a multiperspective view are supported, but it is not yet clear what is entailed in such integration or what it would imply for practice, training and research. The chapter ends with a few brief conclusions concerning professional development.
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211. GLICKMAN, C. D.
Unlocking school reform: uncertainty as a condition of professionalism.
Phi Delta Kappan, 69(2), 1987, 120-122.

The author quotes recent research into school improvement and teaching effectiveness to show that models are not emerging of effective practice. The results seem situation specific. The author contends that this degree of uncertainty - which requires frequent professional judgements rather than the acceptance of an orthodoxy - should be acepted.

212. GRAY, H. L. (ed)
Organisation development (OD) in education.
Stoke-on-Trent : Deanhouse, 1985.
Pamphlet. 51pp.
ISBN 0-946649-50-2

The purpose of this collection of papers is to introduce readers to the fact that there are a few people who work in a recognisable OD tradition and to give the flavour of their approaches. The papers cover the topics of OD in education, a consultant's personal view, and analysis of leadership of internal change agents in a secondary school.
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213. GREENWOOD, S. C.
Effective schools and effective principals: effective research.
Teachers College Record, 89(2), 1987, 255-267.

Many research reports into effective education put the principal at the top of the agenda for educational reform. The author contends that much of this research must be viewed with caution. Watchwords such as effective schools and effective principals are 'politically loaded', in danger of concealing the complexity of schooling. The improvement of student achievement cannot simply be put down to the leadership qualities of the principal.

214. HALL, Gene...[et al]
Effects of three principal styles on school improvement.
Educational Leadership, 41(5), 1984, 22-29.
Photocopy.

This paper argues that research should separate "style" from "behaviour" and should seek systematically to review and examine differences in respect of some specific perspective rather than seek similarities. The authors identify three change facilitator styles. They found that other styles may exist, and that personality and

therefore style of leadership are not susceptible to change except in the very short term but that it should be possible to create training programmes to help principals become effective agents of change.
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215. HOPES, Clive (ed)
The school leader and school improvement: case studies from ten OECD countries.
Leuven, Belgium : Acco, 1986.
Pbk. 432pp.
(ISIP - International School Improvement Project Technical Report No 2)
ISBN 92-334-1452-X
This volume provides the reader with analyses of school management and school management development. The contributions contain general information on these topics to set the scene; however they focus on school improvement. Part I gives information about the terminology used, key concepts and general ideas to be identified. Part II consists of contributions which give an overview of the educational system in each of ten OECD countries and a case study from a specific school or schools in that country. Part III presents a general review of the country analyses. It draws attention to similarities and differences within such themes as the role of the principal in school improvement, criteria in the selection of school leaders, and professional development.
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216. HOPKINS, David & WIDEEN, Marvin (eds)
Alternative perspectives on school improvement.
Basingstoke : Falmer Press, 1984.
Pbk. 215p.
ISBN 0-905273-81-8
Developmental efforts that focus on school as the major unit of change. Topics such as INSET, professional development of teachers, innovation implementation, school-focused curriculum development, OD, roles of administrators, teachers and pupils in knowledge utilisation.

217. HOPKINS, David (ed)
Improving the quality of schooling.
Basingstoke : Falmer Press, 1987.
240pp.
ISBN 1-85000-109-1 ; 1-85000-191-X pbk.
The OECD through its Centre for Educational Research and Innovation (CERI) has since 1982 been sponsoring an International School Improvement Project (ISIP). This book provides the evidence on which the validity of its approach and the applicability of its results in a given national situation can be sustained.

218. HOPKINS, David (ed)
School based review for school improvement: a preliminary state of the art.
Leuven, Belgium : Acco, 1985.
Pbk. 95pp.
(ISIP - International School Improvement Project Technical Report No 1)
ISBN 90-334-1451-1
This book reviews the current state of the art of school based review in OECD member countries. It provides analysis at three

levels: fact or description of activity; hypotheses about the effective practive of school based review; identification of areas for future research and development.
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219. ILEA. RESEARCH AND STATISTICS BRANCH
The Junior School Project: summary of the main report.
London : ILEA.
Comb binder. 39pp.
This paper summarises the main findings of the project which was a longitudinal study over four years of primary school pupils from entry at age 7 to their transfer to secondary school. There are five sections: background to the research; progress and development of individual pupils; differences between junior schools; the effects of school membership on pupil progress and development; understanding school effectiveness. A final section in this summary describes 12 key factors for effective schooling.
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220. KIRP, D. L.
Educational reform and institutional competence.
Harvard Educational review, 57(3), 1987, 308-330.
The pursuit of excellence by incresed state regulation in the USA is seen as repeating the history of past reform efforts which targetted special groups. Increasing bureaucratisation of teachers is seen to have unforeseen results: for example, the emphasis on testing and basic education may undermine quality by leading schools to make numbers look good instead of looking for broad goals that will lead to excellence. It is suggested that excellence will only be achieved in the schools by personnel who can create the kinds of organisations that can engender a vision of what education is and ought to be.

221. LEITHWOOD, Kenneth A. & MONTGOMERY, Deborah J.
Obstacles preventing principals from becoming more effective.
Education and Urban Society, 17(1), 1984, 73-88.
Actions taken by principals have a significant bearing on learning outcomes, but few principals actually attempt to address learning out comes directly or to assist teachers in improving instructional programmes. One reason may be that principals face an array of competing demands for their time and other difficulties. It is therefore necessary to provide them with help in dealing with these obstacles. The first part of this study was to clarify the nature of such obstacles. The second part was designed to explore the relationship between levels of principal effectiveness and obstacles to growth in effectiveness.
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222. LEITHWOOD, Kenneth A. & RUTHERFORD, William L.
The role of the principal in school improvement.
Education and Urban Society, 17(1), 1984.
112pp.
This special issue is devoted to the role of the principal in school improvement. It addresses four questions: how do principals vary in the actions they take; are different consequences associated with such variation; what are some of the causes of principal's actions; what forms of in-service education seem likely to increase principal effectiveness.
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223. LEITHWOOD, Kenneth A., STANLEY, Kenneth & MONTGOMERY, Deborah J.
Training principals for school improvement.
Education and Urban Society, 17(1), 1984, 49-71.
School management training may become what curriculum development was in the 1960s as an intervention for school effectiveness. The purpose of this article is to assess the likely impact of existing in-service programmes, to identify their major shortcomings, and to suggest potentially more effective alternatives.
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224. LIEBERMAN, Ann
Collaborative work.
Educational Leadership, 43(5), 1986, 4-8.
A description of some collaborative projects in the USA which aim to assist school improvement.
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225. MILES, Matthew B., EKHOLM, Mats & VANDENBERGHE, Roland (eds)
Lasting school improvement: exploring the process of institutionalization.
Leuven, Belgium : Acco, 1987.
Pbk. 287pp.
(ISIP - International School Improvement Project ISIP Book No. 5)
ISBN 90-334-1475-9
This book provides an overview of what is known about institutionalisation, which is the process of building in effective changes in a lasting way, so that they continue as stable, routine aspects of school life. The book is essentially reflective and stimulative, aiming at expanding dialogue about this process in educational change. Part 1 is a general introduction to the concept. Part 2 is a literature review. Part 3 consists of five retrospective case histories. Part 4 provides commentaries on the cases, each written from a different perspective. Part 5 includes two 'planning' case histories showing how deliberate efforts to create institutionalisation can take place. Part 6 contains conclusions and implications.
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226. MORTIMORE, Peter...[et al]
The Junior School Project. Parts A, B, C, and Technical Appendices.
London : ILEA, Research and Statistics.
4 volumes.
These volumes report the findings of a four-year longitudinal study into the progress and development of nearly 2000 children in 50 junior schools.
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227. MORTIMORE, Peter...[et al]
School matters: the junior years.
Wells : Open Books, 1988.
Pbk. 310pp.
ISBN 0-7291-0194-0
This book is the outcome of the ILEA Junior School Project which was a 4-year longitudinal study of 2000 pupils in 50 London primary schools. It gives a clear picture of the factors that make for success in schools. The authors spell out measures of effectiveness and show the bearing they have on children's progress.
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228. MORTIMORE, Peter & SAMMONS, Pam
New evidence on effective elementary schools.
Educational Leadership, 45(1), 1987, 4-8.
A four-year study has identified 12 factors that distinguish effective schools from less effective ones.
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229. MURGATROYD, Stephen
Relationships, change and the school.
School Organization,4(2), 1984, 171-178.
Photocopy.
This paper argues that effective self-renewal comes about not because of structural or process changes which someone or some group initiates but because of the relationships which are thought to be possible within the school. The relevance of empathy, warmth, genuineness, confrontation and self-disclosure to the environmental features of the self-renewing school are emphasised. Within this frame of reference, it is the task of management in the school to examine the nature of the relationships which exist within it, to encourage and enable relationships to develop and change, and to examine the tasks which the school adopts and encourages in terms of the effect the pursuit of such tasks will have upon the relationships which exist within the organisation.
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230. MURPHY, J., HALLINGER, P. & MESA, R.
School effectiveness.
Teachers College Record, 86(4), 1985, 615-642.
This article examines the assumptions and concepts of research into school effectiveness. As a result of the review of the research, a model of school effectiveness is built up.

231. NATIONAL DEVELOPMENT CENTRE FOR SCHOOL MANAGEMENT TRAINING
Leadership development for school improvement: national policy and local practice in England and Wales.
Bristol : National Development Centre for School Management Training, 1988.
71pp.
A symposium sponsored by the Special Interest Group on Leadership Development, Training and Research at the Annual Meeting of the American Educational Research Association, New Orleans, April 5-9, 1988. Chairman: Michael Fullan.
The papers presented here report on several distinctive components of the NDC's research and development work on school leadership, development and training; relate this to current practice in LEAs, schools and providing institutions; and to the Government's educational policy; relate these to relevant literature; and draw conclusions for policy, practice and research. The papers are presented in draft form only.
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232. REID, Kenneth, HOPKINS, David & HOLLY, Peter
Towards the effective school.
Oxford : Basil Blackwell, 1987.
ISBN 0-631-14722-5
This book provides a survey and synthesis of recent research into effective schooling and presents the strategies that can help make schools more effective.

233. REYNOLDS, David
Studying school effectiveness.
Basingstoke : Falmer, 1985.
Pbk. 232pp.
ISBN 1-85000-024-7 (Pbk)

The book is a revised collection of papers given at the first conference on School Effectiveness in Britain. The essays review the achievements of research to date, give indications about which areas remain to be tackled, and report the results of new research in the field. The contents include chapters on school climate, pastoral care primary and secondary perspectives.
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234. RUTHERFORD, William L., HORD, Shirley M. & THURBER, John C.
Preparing principals for leadership roles in school improvement.
Education and Urban Society, 17(1), 1984, 29-48.

School principals are seen to have a key role in affecting teachers, staff and pupils. If they are to affect school improvement, they need a repertoire of facilitating skills. In-service sessions described in this article provide training in using measures to decide which interventions might be useful in facilitating school effectiveness. The training is concerns-based.
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235. RUTHERFORD, William
Styles and behaviours of elementary school principals: their relationship to school improvement.
Education and Urban Society, 17(1), 1984, 9-28.

The article addresses four issues relative to leadership, with a particular emphasis on elementary school principals. The author discusses the meaning of style and gives a formal definition of the term. He then considers the relationship between leader styles and behaviours, and reviews various styles that are found in the literature. Finally, he investigates the relationship between styles and behaviours and school improvement. The information presented offers little support for the assumptions often made that 1) leadership is situationally determined and 2) that there can be no single best leadership style beacuse there are many different situations. From research evidence presented here, it can be concluded that the principal can positively influence improvement in schools and that the characteristics of leaders who are effective in accomplishing school improvement are varied but remarkably similar.
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236. RUTTER, Michael...[et al]
Fifteen thousand hours: secondary schools and their effects on children
London : Open Books, 1979.
ISBN 0-7291-0108-8 ; 0-7291-0113-4 pbk.

This book presents the findings of a detailed investigation to find out what effects schools have on children and whether those effects vary from one school to another. The research compared the progress of children in 12 secondary schools in Inner London. Over 2000 pupils were followed throughout the whole of their secondary schooling, and data was collected on attendance, examination results, behaviour in school, and delinquency outside. Schools were studied as social institutions and a picture built up of all facets of school life - the degree of academic emphasis, roles and responsibilities of children, rewards and punishments used, and day-to-day contacts of

teachers and pupils in the classroom. A range of other factors were also considerd, from the size of the school and type of buildings, to balance in the mix of intake.

237. SCHMUCK, Richard A. & RUNKEL, Philip J.
The handbook of organization development in schools. 3rd ed.
Palo Alto : Mayfield, 1985.
xi; 537pp.
Includes bibliography.
ISBN 0-87484-596-3

This text is designed to help future educators bring about constructive organisational change in their work settings. The Handbook is the culmination of fifteen years of research. There are examples of OD projects throughout the book. In addition, there is a new chapter on research.
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238. SCHOOL ORGANIZATION
Managing change for school improvement.
School Organization, 6(3), 1986. Special Issue.

A special issue devoted to the management of change. It includes papers on the national scene, improving implementation of change, how headteachers manage change, change in the primary school and external support, and a review of the literature.
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239. STEDMAN, L. C.
It's time we changed the effective schools formula.
Phi Delta Kappan, 69(3), 1987, 215-224.

The author has examined research on school effectiveness and as a result concludes that a widely cited set of six characteristics of effective schools popularised by Ronald Edmonds and others cannot be substantiated. Instead he proposes nine broad categories of practice. From a large study of numerical data from 800 elementary schools he finds some support for his contention that these are strong predictors of a school's effectiveness. Calling for more research on school effectiveness the author warns that "the way we measure effectiveness greatly influences the kinds of schools we get".

240. BROOKOVER, W. B.
Distortion and overgeneralization are no substitutes for sound research.
Phi Delta Kappan, 69(3), 1987, 225-227.

The author presents a rejoinder to the article by Stedman/Phi Delta Kappan, 69(3), 1987, 215-224, in which he contends that Stedman has misrepresented the results of some researchers. He criticises the methodology of Stedman who used a measure of expected pupil learning based on socio-economic status since the author belives that "students from poor families should achieve at essentially the same high level as students from affluent families".

241. STEGO, Nils E....[et al] (eds)
The role of school leaders in school improvement.
Leuven, Belgium : Acco, 1987.
Pbk. 212pp.
(ISIP - International School Improvement Project ISIP Book No. 4)
ISBN 90-334-1474-0

This book is a summary of 'useful knowledge' about the role of school leaders in different school settings. The book aims to answer

such questions as: what are the roles and tasks of school leaders in school improvement? what capabilities do these leaders need for these roles and tasks? how can these capabilities be developed? how are school leaders influenced by contextual factors?
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242. UNITED STATES. DEPARTMENT OF EDUCATION
What works: research about teaching and learning. 2nd ed.
Washington : United States Department of Education, 1987.
Pamphlet. 86pp.
This publication provides information about what works in the education of children. The findings are aimed mainly at parents and teachers. The contents are organised into three sections covering the home, classroom and school. Within each section, particular research findings are highlighted, followed by an explanatory or expanded summary and a list ofreferences to research on that topic.

243. VAN VELZEN, W. G.
Conceptual mapping of school improvement: an inventory of key issues and tasks.
Organization for Economic Cooperation and Development, 1982.
Pbk. 158pp.
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244. VAN VELZEN, W. G. ...[et al]
Making school improvement work: a conceptual guide to practice.
Leuven, Belgium : Acco, 1986.
Pbk. 315pp.
(ISIP - International School Improvement Project ISIP Book No. 1)
ISBN 90-334-1471-6
This book is essentially a summary of useful knowledge about school improvement. It aims to provide systematic ideas, concepts, and theories that underlie practical success in improving schools and is thus a state-of-the-art review. The primary emphasis is on the process of school improvement and the strategies needed to bring about lasting change towards effectiveness. The contents include the need for school improvement in the next decade, a definition of school improvement, the context, strategies, school improvement at the school level, external support systems, and policy.
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245. BOLAM, Ray
The study and management of educational innovation: towards a conceptual framework.
Bristol : University of Bristol School of Education.
In: Harris, A., Lawn, M. & Prescott, W. (eds)/Curriculum Innovation. Croom Helm, 1976.
and in: Houghton, V.P., McHugh, C. & Morgan, C. (eds)/The management of organisations and individuals. Ward Lock, 1976.

The aims of this paper are to provide an organising framework for the literature as it relates to educational innovation, to provide a heuristic framework which may act as an aid to understanding some key problems, tasks and procedures associated with the management of change, and third to suggest guidelines for practitioners engaged in the management of change.
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246. FULLAN, Michael
The meaning of educational change.
New York : London : Teachers College, Columbia University, 1982.
Pbk. xii; 326pp.
Includes bibliography.
ISBN 0-8077-2712-1

The book is concerned with educational change affecting primary and secondary schools. The author draws on a wide range of specific innovations to explain the practical meaning of educational change. The materials used derive mainly from attempts at reform in Canada and the United States, with some examples from the United Kingdom. Part 1 provides a detailed overview of how change works, Part 2 examines the role of different people at local level, Part 3 examines change at regional and national level.
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247. HELLAWELL, D. (ed)
Headteachers and change in schools in Western Europe.
Brussels : Association for Teacher Education in Europe, 1985.
Report. 123pp.
Report prepared for the Commission of the European Communities by the Standing Working Group on the Training of Headteachers of the Association for Teacher Education in Europe (ATEE).
ISBN 2-87125-018-9

This report is a survey of headteacher training courses in six countries of the EEC, with particular reference to the extent to which these courses prepare headteachers to facilitate change in schools.
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248. KING, Edmund J. (ed)
Reorganizing education: management and participation for change.
London : Sage, 1977.
Pbk. 300pp.
(SAGE Annual Review of Social and Educational Change Vol 1, 1977)
ISBN 0-8039-9868-6
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249. BERG, Gunnar
Market versus mandator: control structure and strategies for change in school organizations.
Scandinavian Journal of Educational Research, 28(2), 1984, 49-70.

An organisation's activities are a function of the external control originating in its environment and the internal control regulating the interaction of its various component parts. In other words, an organisation is shaped by its external and internal control structures. The nature of this control varies from one organisation to another, the character of the control structure being dependent on the tasks or functions the organisation is there to perform. It is argued that the type of control structure existing determines: what theoretical model has the greatest explanatory value in the analysis of phenomena occurring in a specific organisation; and what strategy for change corresponds to the control structure in question.

250. BERG, R. M. van den & VANDENBERGHE, R.
Strategies for large-scale change in education: dilemmas and solutions.
Leuven, Belgium : Acco, 1986.
Pbk. 139pp.
(ISIP - International School Improvement Project ISIP Book No. 2)
ISBN 90-334-1472-4

In this book, the authors analyse the many aspects of the development and implementation of large-scale improvement projects. These are characterised by their multi-dimensionality: a number of important objectives must be accomplished simultaneously and coherently. The authors present some dilemmas and then put forward some general and specific potential solutions.
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251. FULLAN, Michael
Change processes and strategies at the local level.
Elementary School Journal, 85(3), 1985, 391-421.

The purpose of this paper is to consider change processes at the school level in order to formulate a number of locally based strategies that hold some promise for school improvement. The intention is to suggest change strategy implications arising from the research on school effectiveness. Attention is paid to explaining how change processes actually work. The analysis is developed in three parts. The first examines through illustration what is known about successful change processes at the school and classroom level. The second section discusses the limitations of knowledge about how to bring about change, as well as the limits of moving from knowledge to strategies for using that knowledge. The final section considers alternative strategies and ideas within strategies that local personnel interested in accomplishing improvements at the school level might employ.

252. HORD, Shirley...[et al]
Taking charge of change.
Alexandria, Va. : Association for Supervision and Curriculum Development, 1987.
Pbk. 98pp.
ISBN 0-87120-144-5

This book provides strategies for the management of change. The first strategy presented provides the means to both introduce the

innovation and monitor the implementation. The Innovation Configuration leads to the development of component checklists that are useful in determining an accurate picture of the range of operational patterns that could be found in classrooms. The second strategy focuses on the target of the change process, the teacher. A diagnostic approach identifies seven stages of concern experienced by teachers involved in a change process. The specific role played by individuals is presented with six areas of action that support a change process.
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253. IVISON, Valerie D.
Strategies of innovation in schools with particular reference to the RSA Education for Capability Campaign.
London : Royal Society of Arts, 1985.
Spine binder. 30pp.
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254. LEITHWOOD, Kenneth A....[et al]
Helping schools change. Strategies derived from field experience.
Toronto : Ontario Institute for Studies in Education, 1979.
Pbk. 74pp.
(Occasional Paper 20)
ISBN 0-7744-0177-X

This monograph speaks to the general problem of helping schools improve their effectiveness; specifically it is concerned with the nature of strategies most appropriate for use by university-based research and development (R & D) personnel. It will also be of use to school-based personnel wishing to use university-based resources. The purpose is to identify and describe some of the more important features of effective, clinically oriented approaches to school change. The authors examined change strategies used in twelve projects developed for the Ontario school system. They then identified some of their common properties, as well as some of their differences. They looked at some of the variables that appear to be related to successful implementation and considered how applicable these factors are likely to be to large-scale change.
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255. LOVELADY, Louise
Change strategies and the use of OD consultants to facilitate change. Part 1: alternative change strategies reviewed.
Leadership & Organization Development Journal, 5(2), 1984, 3-10.

The purpose of this article is to examine data on the organisation development consultant's role as currently performed and the way in which consultants facilitate change. This is set against current strategies for implementing organisational change. There is a literature review and change strategies are identified. These are described briefly. Observations of organisational life and factual accounts are also made and five approaches to change identified and described. It is clear that there were differences between the literature and practice and between different practical strategies.
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256. MAHAJAN, Vijay & PETERSON, Robert A.
Models for innovation diffusion.
Beverley Hills : Sage, 1985.
Pbk. 87pp.
ISBN 0-8039-2136-5
A state-of-the-art introduction to the tools for investigating the temporal diffusion process of any innovation. There are frequent references to work from various areas.

DISSEMINATION

257. BENNIS, Warren G....[et al] (eds)
The planning of change. 3rd ed.
New York : London : Holt, Rhinehart & Winston, 1976.
517pp.
ISBN 0-03-089518-9
This collection of articles brings together some of the current conceptualzations of various aspects of change processes. It presents discussions and evaluations of a growing body of change technologies, and provides material for the education of change agents. The book is in four parts: planned change in perspective; diagnostics of planned change; interventions for planned change; values and goals.
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258. WHITEHEAD, David J.
The dissemination of educational innovations in Britain.
London : Hodder & Stoughton, 1980.
Pbk. 65pp.
ISBN 0-340-24444-5
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CHANGE AGENTS

259. CENTRE FOR THE STUDY OF COMPREHENSIVE SCHOOLS
Consultancy and schools 14.
York : CSCS.
Pamphlet. 4pp.
This provides a brief guide to the use of consultants in school improvement.
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260. HORD, Shirley M., STIEGELBAUER, Suznne M. & HALL, Gene E.
How principals work with other change facilitators.
Education and Urban Society, 17(1), 1984, 89-100.
Recent research on school effectiveness has emphasised the importance of the principal as instructional leader, but it is becoming clear that there are others who participate in school leadership and school improvement. This article focuses first on principals, then other change facilitators and what these two groups do together and separately. It concludes with some considerations for policy making, for training and preparation of school leaders, and for future lines of enquiry into school improvement.
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261. MORRISON, Keith
Primary school subjects specialists as agents of school-based curriculum change.
School Organization, 6(2), 1986, 175-183.
The author explores the contention that subject specialist

teachers are ideally placed to promote curriculum development in a form which initially both resolves and synthesizes potential tensions in the areas of debate, and secondly ensures as far as possible successful sustained curriculum change, improvement and innovation.
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262. MURGATROYD, Stephen
The creative consultant: the potential use of consultancy as a method of teacher education.
School Organization, 4(4), 1984, 321-335.
A discussion of the extent to which the use of independent management consultants from outside the LEA may help generate a more viable form of teacher education through encouraging OD and change.
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MANAGEMENT OF CHANGE

263. ADELMAN, Clem & ALEXANDER, Robin J.
The self-evaluating institution: practice and principles in the management of educational change.
London : Methuen, 1982.
Pbk. vii; 212pp.
ISBN 0-16-32750-8
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264. BOLAM, Ray
The types of environment most likely to favour the active and effective participation of teachers in educational innovation.
In: Teachers as innovators, OECD, 1976, pp 8-69.
This paper is concerned with the commitment of the teacher to permanent participation in the adapation of the education system in the changing context of the professional activity of teaching, and asks what structures of support and incentives will best help teachers to engage effectively in educational innovation, and what mechanisms of participation, dialogue and confrontation will best facilitate the implementation of educational innovation.
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265. CERI
Case studies of educational innovation: III. At the school level.
Paris : OECD, 1973.
326pp.
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266. COUPE, E. J.
The micropolitical dimensions of bringing about change in the secondary sector.
Thesis (M.Sc.) - Sheffield City Polytechnic, 1987.
This study attempts to show the importance of the micropolitical domain in bringing about or initiating the process of change. There is an examination of the major rational models of change, focusing in particular on the limitations of a systematic approach to organisational change and the resultant pathologising of conflict. This is followed by a review of how organisation theorists view the distribution and use of power and influence. There is an examination of micropolitical groupings and the arena in which they operate, along with a brief discussion of the activities, strategies and tactics they can employ. Finally there is an illustrative case study which attempts to show the theories and concepts in action.

267. ELLIOTT-KEMP, John
Managing organisational change: a practitioner's guide.
Sheffield : PAVIC.
(GEMS No 14)
ISBN 0-903-761-93-9
Intended as a theory into practice manual for those concerned with the process of planned organisational change, either as practioners or consultants, or with responsibility for training programmes in management, leadership or change agents development. It contains diagnostic schemes and planning tools for use in the management of innovation, and includes an analysis of the requirements of a skilled change agent.
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268. FARRANT, D. M.
The role of effective groups in the management of change in secondary schools.
Thesis (M.Sc.) - Sheffield City Polytechnic, 1987.
This dissertation argues that an understanding of the nature of educational change points to the central role of staff development at all stages of the process. Such change involves learning new skills, attitudes and values which are most effectively acquired through social interaction with colleagues. Collaborative learning for teachers needs to be the cornerstone of staff development policies. The culture of the school, its values and the ways in which these are expressed through its structures and practices, is influential in realising this goal. An analysis of what constitutes groups and how they develop reinforces the case for change being mediated through teachers working together on shared tasks. As a team those responsible for the management of the school can play an important part in initiating and supporting collaborative styles of working. For this to become a reality, the way in which schools are organised and managed will itself have to change and the focus of staff development will have to shift away from the performance of the teacher in the classroom towards the building of effective teams.

269. FULLAN, Michael
Improving the implementation of educational change.
School Organization, 6(3), 1986, 321-326.
The author presents some guides for thinking about change constructively. He discusses underlying issues, what change is, how it occurs and factors for successful improvement, and implications of change.
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270. FULLAN, Michael G.
The management of change.
In: Hoyle, E. & McMahon, A./World Yearbook of Education: the management of schools. Kogan Page, 1986. pp 73-86.
Early research on the implementation of educational change mainly documented failures. Since the late 1970s the dominant theme has been descriptions of factors associated with success. A number of areas of research - implementation, in-service education, leadership, and effective schools - have produced increasingly consistent findings about the nature and functioning of change in schools. The first section in this chapter describes what change is and summarizes what we know about success. Three critical factors at school level are explained: the role of professional development; the instructional role of the principal; and the kind of school climate that best

supports the first two factors. In the second section, a number of guidelines are presented from recent publications which represent helpful aids and insights to those involved in managing school change projects. The final part discusses five basic problems or dilemmas - change versus changing, common versus unique aspects, plan-making, where and how big to start, and the selection and training of managers.
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271. HELLER, Harold
Helping schools change: a handbook for leaders in education.
York : Centre for the Study of Comprehensive Schools, 1985.
Report.
ISBN 0-947574-04-2
The purpose of this handbook is to offer some positive support to schools facing the challenge of change and self-review. He proposes the use of the FOCUS model (Framework For Organisation Change and Underlying Style) which is explained and demonstrated.
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272. HINKS, David
Conflict and the management of staff.
School Organization, 5(4), 1985, 309-312.
The author contends that the idea of conflict cannot be ignored. Schools are operating in a climate of change and such change must result in conflict between old and new ideas, changed attitudes and resistance to change. Conflict can generate energy which could be totally negative and act as a drain on an organisation. Therefore, it must be recognized, appreciated and managed.
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273. HOPKINS, David
The change process and leadership in schools.
School Organization, 6(1), 1986, 81-100.
This paper discusses findings from recent research that may help the headteacher to manage change in schools more effectively.
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274. MURGATROYD, Stephen
Management teams and the promotion of staff well-being.
School Organization, 6(1), 1986, 115-121.
The role of a management team in the promotion of change is examined together with a model of organizational distress. The aim is to illuminate and exemplify the role of a management team in relation to the specific task of promoting the well-being of staff. The principles are that collective management is likely to facilitate more change than charismatic leadership and that a school which fails to care for its staff is not likely to be caring effectively for its pupils.
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275. NICHOLLS, Audrey
Managing educational innovation.
London : George Allen & Unwin, 1983.
Pbk. 99pp.
ISBN 0-04-370146-9
The author deals with theories of innovation and activities of innovating and the relationship between them. She analyses some case histories from the US and UK and suggests what lessons might be

learned. She stresses the importance of active involvement of teachers in the decision making process and emphasises the importance of a rigorous and broadly based evaluation of innovation. The use of external consultants in schools is discussed.

276. PHILLIPS, A. M.
Managing the early stages of change - the role of senior management in schools.
Thesis (M.Sc.) - Sheffield City Polytechnic, 1984.
This work attempts to set out the problems facing senior staff in schools who are faced with the selection, introduction, and implementation of change. The meaning of educational change is examined and an attempt made to illustrate the dimensions of what may change within schools. An examination of models and strategies of planned change is made together with an analysis of the role of senior management.

277. REED, Jane & JAYNE, Edith
Managing change in the primary school: what we have learnt about the role of external support.
School Organization, 6(3), 1986, 339-345.
The paper is based on the personal reflections of the authors on work they have been involved in and the implications they see for managing change in the primary school. They focus on how teachers in primary schools can undertake change with the support of the LEA (ILEA).
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278. TWEEDIE, C. M.
Attitude change as a key element in the management of educational change.
Thesis (M.Sc.) - Sheffield City Polytechnic, 1984.
The main section of this study addresses the concepts of attitude and attitude change. A study of the literature identified factors which are identified as key elements in bringing about change. These are attitude consistency, personality variables and attributes of communicators and communications. The relationship between attitude change theories and overcoming resistance to change is studied. It is argued that change can only be brought about by full participation, collaboration and commitment.

279. WATSON, Leonard E.
The 'loser' and the management of change.
School Organization, 6(1), 1986, 101-106.
This paper is concerned with the development of commitment during the implementation of an innovation. Each person affected by the innovation is likely to weigh up the releative costs and benefits of the innovation and some will identify themselves as net 'losers'. The author argues that too little attention has been paid to these losers and that they are important factors in the failure of innovations in schools. There are ways of minimizing the extent to which those who actually lose need to feel alienated.
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280. WEINDLING, Dick & EARLEY, Peter
How heads manage change.
School Organization, 6(3), 1986, 327-338.
This paper analyses how secondary heads manage change, based on a 3-year study of newly appointed secondary heads. It begins with a

review of previous studies and then describes the findings from the NFER study. It discusses teachers' views on change.
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281. WEINDLING, Dick & EARLEY, Peter
How heads manage change.
In: Glatter, R./Understanding school management. Open University Press, 1988. pp 92-104
This chapter focuses on a major research project concerning the first years of secondary headship conducted at the National Foundation for Educational Research (NFER). The first section briefly reviews exisiting, mainly North American, research on the head's role in change; the second describes the findings of the NFER study which are relevant to this topic; the third presents the main conclusions and draws broad comparisons between the NFER results and the North American findings.
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MANAGEMENT OF CHANGE - ORGANISATION

282. DENNY, H. A.
A case study: the Priory School. Changing management and managing change.
Thesis (M.Sc.) - Crewe & Alsager College of Higher Education, 1985.
This study examines the management process at Priory school from 1979 to 1985, during which time the school changed from an all-girl 11-18 grammar school to an 11-16 mixed comrehensive. There was a large turnover in staff. Two examples of changing procedures within the school are studied and there are recommendations for further evolution of the management processes.

283. STOCKER, M. B.
Symbolic management: a case study of an infant/nursery school.
Thesis (M.Ed.) - University of Liverpool, 1986.
This case study of a small, inner-city infant and nursery school explores the role of the headteacher in effecting change in the organisation. The author focuses mainly on symbolism and symbolic management and the effect that this approach has had on change since the appointment of the head.

284. WILLIAMS, Derek
Managing change - a case study.
School Organization, 6(1), 1986, 123-129.
This paper is a personal account of the author's experience as head of a newly established comprehensive school. He makes comparisons between the management of change in schools and in industry and reports on progress to date.
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MANAGEMENT OF CHANGE - TRIST

285. ENGLAND, John R. J.
The role of a TRIST consultant.
British Journal of In-Service Education, 14(2), 1988, 117-121.
This paper describes one way in which a LEA responded to TRIST. The concepts of active learning and consultancy are briefly discussed and then the strategies used by a consultant are described within the framework of Havelock's and Schon's dissemination theories and with particular reference to the experience of the dissemination

of projects sponsored by the Nuffield Foundation and by the School's Council.
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286. FINN, Richard & STRAKER, Mary
Negotiated change through learning: a case study of how a TRIST programme became an agent for change.
Educational Management and Administration, 15(2), 1987, 93-101.
This case study briefly traces the history of how Mid-Kent College of Higher and Further Education reacted to the Manpower Services Commission TRIST Arrangements letter by providing a programme which was designed and negotiated with the LEA before it started to provide new attitudes, knowledge and skills and to create enough motivation amongst the group of participants to create genuine change in the schools and colleges concerned. The result was a programme which was an experience of negotiation in change for all concerned.
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287. LEWIS, H. D.
Consultancy, the tutor and INSET.
British Journal of In-Service Education, 12(1), 1985, 48-52.
The article begins with a review of the literature on consultants and change agents in education. The author advocates the use of development teams, based on the triumvirate of teachers, college tutors and student teachers. A distinction is made between the tutor-as-consultant and the tutor-as-colleague.
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288. WILLIAMS, Michael & ENGLAND, John
The role of a TRIST consultant as a change agent.
School Organization, 8(1), 1988, 39-44.
This paper examines the active learning consultant's role as a change agent, with particular reference to Bolam's framework for the management of change.
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MANAGEMENT OF CHANGE - TVEI

289. BADLEY, Graham
The teacher as change agent.
British Journal of In-Service Education, 12(3), 1986, 151-158.
The purpose of this paper is to provide an outline for the teacher of the change process and to specifically examine the teacher's role as a TVEI change agent. Three elements are examined: the proposed innovation; the context of change; and the role of the change agent. In the change process three stages are examined: analysis, implementation and evaluation. A distinction is made between internal and external change agents. Their roles are described as leaders, catalysts, facilitators of change, risk takers, and communicators. The significance of stress within these roles is discussed before the main procedures or techniques are identified. Rational, re-educative and coercive change strategies are described.
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290. BELL, Les
Negotiating a role: the school-based TVEI co-ordinator.
Paper presented at the 1986 BEMAS Annual Conference, Westfield College, University of London.
This paper is based on a continuing local evaluation of three TVEI

projects. A particular focus of this evaluation has been the emerging role of the school co-ordinator who is a crucial figure in the organisational structure of TVEI. It is a role which has to be negotiated between the incumbants and significant others both inside the school and external to it since it has no direct parallel in schools not involved in TVEI. School co-ordinators have had to react to the circumstances in which they found themselves by interpreting as best they can job descriptions which may have been written before the duties and responsibilities of the post were entirely clear; by responding to expectations based on relatively unclear perceptions of how TVEI projects functioned in schools; and by using the skills they had or acquiring further training as it became available. This paper considers some of the factors which have been identified as being important in the process of negotiating a new role in schools.

291. DANIELS, Stephen John
The management of the TVEI change in Staffordshire.
Thesis (M.Sc.) - Crewe & Alsager College of Higher Education,1986.
115pp.

This is a case study of the management of the TVEI change in 5 Staffordshire schools. The historical context of the change is established. This is followed by an attempt to develop a theoretical model valuable in managing change. The main body of the research involves analysis and evaluation of interviews conducted with the school TVEI co-ordinators. Emphasis is placed upon their experiences, their approach and the management skills needed. In the final section the implications of the findings are explored and suggestions made as to how these might illuminate management practise.

292. LLOYD, R.
Some management implications of T.V.E.I. For secondary schools.
Sheffield : Sheffield City Polytechnic, 1985.
(Sheffield Papers in Education Management, No 42)
ISBN 0-86339-085-4

This paper traces the development of TVEI. It looks at schemes in Clwyd and Hereford & Worcester, and identifies the ways in which their experience is relevant to secondary education in general.

293. STOKES, Peter
The challenge of managing technical and vocational curricula in schools.
School Organization, 7(1), 1987, 99-105.

The main arguments of this article are that major curriculum innovations are likely to be most fruitfully developed if they incorporate the best features of tried and tested models. Also, a coherent approach to the management of innovation is a sine qua non for their success. Both TVEI and CPVE are considered comparatively and relevant management issues outlined. It is concluded that the secret of success lies with management training.
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MANAGEMENT OF CHANGE - EDUCATION REFORM BILL

294. MADEN, Margaret
Getting ready for Gerbil.
Education, 171(25), 1988, p531.
The author is deputy County Education Officer for Warwickshire. This article describes how the LEA will approach the implementation of the Education Reform Act. This entails the establishment of five multi-professional project teams which will operate from September 1988 for a two-year period. The teams will be: information and training, local management of schools, local management of colleges, impact analysis, and curriculum and assessment.
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MANAGEMENT OF CHANGE - CURRICULUM

295. BEGGS, R. D.
A study of the management of curriculum change for the 4th and 5th year 'less able' pupils in an urban secondary school.
Thesis (M.Sc.) - University of Ulster, 1985.
The change was initiated on two levels - within the school itself and externally, backed by the Government and developed by the LEA. The management problems were based on a portrayal of the experiences and perceptions of participants within and outside the school. A formative evaluation was linked to this by means of a questionnaire and interviews. The main method used was based on the Illuminative Approach (Parlett and Hamilton 1972) which structured the work into three phases: design phase, fieldwork phase, and reporting phase.

296. DALTON, Thomas
The challenge of curriculum change: a study of curriculum ideologies and pratice in two secondary schools.
Basingstoke : Falmer Press, 1988.
225pp.
(Education Policy Perspectives, Volume 6)
ISBN 1-85000-214-2 ; 1-85000-215-0 pbk.
The material for this book has been collected from a detailed study of two secondary schools in which the author spent a year observing the social mechanisms and processes of curriculum change.

297. FULLAN, Michael & PROMFRET, Alan
Research on curriculum and instruction implementation.
Review of Educational Research, 47(1), 1977, 335-397.
Photocopy in folder.
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298. GRUNDY, Shirley J.
Curriculum: product or praxis.
Lewes : Falmer Press, 1987.
225pp.
ISBN 1-85000204-5 ; 1-85000-205-3 pbk.
This study examines three fundamentally different ways of approaching the development of the curriculum in schools. It considers the theoretical background to each approach, and follows up with practical examples from teachers' descriptions of their work in developing curricula in their classrooms. The author also examines how the theories of the German philosopher Juergen Habermas may be applied to this area of research.

299. HUNKINS, Francis P.
A systematic model for curriculum development.
NASSP Bulletin, 69(481), 1985, 32-27.
The author provides a seven-step model that provides a linear and rational approach to curriculum development.

300. HUTCHINSON, Barry & WHITEHOUSE, Peter
The practice of innovation: how can it be improved?
Coleraine : University of Ulster, Faculty of Education, 1987.
(Bulletin No. 1.The Educational Research Network of Northern Ireland)
The first section contains teachers' accounts of their practical attempts to bring about improvements in their own classrooms and ranges widely across the curriculum, including remedial teaching, sciences, innovation in a primary school and independent learning. The second section focuses on the practice of managing change. The final section includes paper which take a look at some of the current curriculum initiatives in Northern Ireland.
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301. LEVINE, Daniel U., LEVINE, Rayna F. & ORNSTEIN, Allan C.
Guidelines for change and innovation in the secondary school curriculum.
NASSP Bulletin, 69(481), 1985, 9-14.
The authors believe that following the guidelines offered should help avoid mistakes made in previous attempts at curriculum improvement. Innovations designed to improve academic achievement must be technically sound and reflect research and other knowledge about what works. Innovation in the secondary school requires changes in the structure of the school. Innovations must be manageable and feasible. Successful implementation must be organic rather than bureaucratic.

302. MARSHALL, Stephanie J.
Successful curriculum innovation: the case for adopting management techniques.
School Organization, 7(1), 1987, 85-89.
In this article the author argues that the somewhat laissez-faire attitude to curriculum reforms of the 1960s and 1970s led to their demise. The Bains report (1972) marked recognition of the need for management techniques to promote corporate objectives successfully. A synthesis of the work of Schwab, Everard, Shipman, and Dalin leads the author to suggest a simple systems approach to management as a realistic framework for curriculum innovation. In conclusion, the author stresses that this model will not guarantee success, but provides a systematic approach for would-be innovators.
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303. MONTGOMERY, Martin & HUTCHINSON, Barry
Innovation and rationalisation: managing the art of development.
Educational Management and Administration, 15(1), 1987, 23-33.
This case study of a secondary school trying to expand its 16+ courses investigates how internal communications and external negotiations were managed. It suggests a participative process could have improved the school's policy making.
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304. NEWTON, Earl & WRIGHT, Ruth
Forces affecting change in small rural schools.
School Organization, 7(3), 1987, 357-366.
Selected curriculum changes were studied in two rural school - community contexts. Both qualitative and quantitative data indicated that implementation was at a low level of use and that factors related to isolation were particularly powerful influences in the change process. A major implication of the study is demonstrated need for detailed curriculum implementation plans that account for local school community factors.
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305. RUDDUCK, Jean
Curriculum change: management or meaning?
School Organization, 6(1), 1986, 107-114.
In this paper the author argues that effective change is largely dependent on building a shared understanding of the intended change among members of a working group, that is the teacher and the pupils. Without such understanding, attempts to change will fail. Radical change involves change in the culture of the working group.
*

306. SAYER, John
Managing curriculum development.
School Organization, 6(1), 1986, 149-154.
The author discusses how curriculum development can be managed in the present climate of declining growth, loss of confidence, and financial restraints. There is also disagreement on curriculum content. He proposes ways in which curriculum can be developed for the future.
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307. SKILBECK, Malcolm
Readings in school-based curriculum development.
London : Harper & Row, 1984.
Pbk. 352pp.
ISBN 0-06-318267-X
The readings represent a wide and varied experience of teachers, advisers, administrators, researchers and developers in curriculum change and renewal. They cover the major aspects of primary, secondary and further education, emphasising the processes and practice of curriculum development, and the factors in schools and society, which need to be taken into account in planning curriculum change.

308. WARING, Mary
Social pressures and curriculum innovation: a study of the Nuffield Foundation Science Teaching Project.
London : Methuen, 1979.
Pbk. 263pp.
ISBN 0-416-70790-4
This book is a study of the problems of functional and ideological adaptation of the curriculum in response to social change, based on a close investigation of the Nuffield Foundation Science Teaching Project. The author focuses particularly on curriculum development of 'O' Level chemistry, which was one of the three founding projects. The book deals with the various political, social and educational factors influencing the setting up of the Project, its methods, the influence of pressure groups and of particular individuals, and its

outcomes (especially the effect of the post-publication failure to take proper account of teachers' perceptions and the constraints within which they operate).
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309. WEINER, Gaby
The Schools Council and gender: a case study in the legitimation of curriculum policy.
In: Race and gender: equal opportunities policies in education/Arnot, M. (ed). Oxford : Pergamon Press, 1985. pp113-121.
The author's discussion of the ways in which educational reform can be developed is provided by an analysis of the UK Schools Council Sex Differentiation Project. The model is of teacher workshops and of giving support to teachers already interested and committed to innovation and raising awareness in their own schools. The author explores the processes which led to the adoption by the Schools Council of sex differentiation as a legitimate area of curriculum development, and then focuses on the scope and influence of the Project.

310. WESTON, Penelope
Negotiating the curriculum: a study in secondary schooling.
Windsor : NFER, 1979.
304p.
ISBN 0-85633-186-4
By concentrating on a case-study of the 13-14 age group within a comprehensive school, illustrates process of negotiation involved in shaping of the curriculum.

311. TIMES EDUCATIONAL SUPPLEMENT
Articles on NERIS.
Times Educational Supplement, 19 June, 1987, p55.
These short articles introduce NERIS which is aimed at teachers and others involved with curriculum development. It gives details of the kinds of information NERIS will provide, and how to access this information using computers in schools.
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SPECIAL NEEDS

312. STAKES, Richard
From the remedial department to supplementary education: an anatomy of change in special educational provision in a comprehensive school.
School Organization, 8(1), 1988, 45-50.
This article is concerned with the development of provision for pupils in a comprehensive school with special educational needs. Its main focus is on the organisation and administration changes which were undertaken in connection with the recommendations of the Warnock Report, the 1981 Education Act, and the development of knowledge and expertise within the school in helping such pupils. It concentrates on five aspects: the communication of information about those pupils within the schools, the curriculum available to them in the upper school, the deployment of staff, the name of the department to best fit its changing role in the school, and the issues which need to be taken into account in monitoring those developments.
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TIMETABLING

313. PALMER, Keith & CARTER, Andrew
Stepping stones: advice on the introduction of a modular structure in the secondary school.
Oxfordshire County Council, 1984.
Pbk. 103pp.
The authors propose a timetable which allows traditionalists to continue as before, but which also encourages developments in two directions. Teachers are timetabled in teams which function with a degree of autonomy enabling them to organise their own timetable and teaching. Courses can also be built up from short modules.
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MANAGEMENT OF CHANGE - ASSESSMENT AND TESTING

314. BROADFOOT, Patricia
Introducing profiling: a practical manual.
Basingstoke : Macmillan education, 1987.
Pbk. 126pp.
ISBN 0-333-39788-6
The aim of this manual is to give practical guidance. There is a discussion on the range of profile approaches available, approaches to implementation within an institution, and how profiling might work in practice. The first chapter reviews some of the reasons that lie behind the policy directive that all school leavers be provided with a record of achievement by the end of the 1980s. Chapter 6 presents some case studies of school-based innovation.

315. CLOUGH, Elizabeth Engel & DAVIS, Peter
Assessing pupils: policy, practice and innovation.
Windsor : NFER-Nelson, 1984.
192pp.
ISBN 0-7005-0664-0
A research report from NFER on schools' current assessment procedures, with recommendations for good practice. It is based on a questionnaire survey caried out in nine LEAs, and looks at how schools formulate their policies and investigates their implementation at departmental and classroom level. It covers informal day-to-day assessment as well as examinations and standardised testing.
*

316. COOPER, John Anthony
The introduction of profiling into Stockport schools.
Thesis (M.Sc.) - Crewe & Alsager College of Higher Education, 1986.
85pp.
This study traces the introduction of profiling as a means of producing records of achievements for pupils in Stockport schools. The progress of the Stockport Profile Working Party is traced up to the time when it ceased operation. The factors that school management should consider before the introduction of profiling are discussed. Two case histories of schools which have attempted to introduce profiling are studied in detail and the management principles involved are discussed. Good practice is identified, as well as pitfalls to be avoided.

317. HITCHCOCK, Gloria
Profiles and profiling: a practical handbook.
Harlow : Longman, 1986.
Pbk. 184pp.
ISBN 0-582-35506-0

This book aims to provide both practical help to those embarking upon the challenge of introducing profiles into their schools or colleges, and a guide through the maze of current developments for those seeking a more general introduction to the issues involved. It contains a discussion of the key issues surrounding profiles, and an assessment of both the advantages and disadvantages; it considers existing practice, using case histories and illustrations of profiling in practice; and it offers a step-by-step guide to the introduction of profiling into a school or college. There are chapters on the purposes of profiles, and the main categories of profiles.
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MANAGEMENT OF CHANGE - FINANCIAL DELEGATION

318. BOLSIN, Richard
Handling competition.
Education, 171(5), 1988, p100.

In this article on privatisation the author explains how one LEA has already come to terms with competetive tendering.
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319. CALDWELL, Brian J. & SPINKS, Jim M.
The self-managing school.
Basingstoke : Falmer Press, 1988.
Pbk. 278pp.
ISBN 1-85000-331-9 pbk.

There is renewed interest in the adoption of school-site or school-based management. This book looks at how schools can be encouraged to develop their own management skills. The self-managing school is defined as one for which there has been significant and consistent delegation of authority to the school level for decision making related to the allocation of resources (knowledge, technology, power, materiel, people, time, finance). The authors describe an approach which was identified in a study of effective schools and they offer a model described as the Collaborative School Management Cycle because it provides for the appropriate involvement of teachers, parents and pupils in an on-going management process of goal-setting, needs identification, policy making, planning, budgeting, implementing and evaluating. The book is a practical guide to the process of school management that gives a large quantity of work sheets, check lists and documents that can be used by any staff group within the school. It also surveys current decentralisation attempts of the educational systems in Britain, US and Australia.
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320. DAVEY, R. E.
Managing the implementation of local financial management in a comprehensive school.
Thesis (M.Sc.) - Sheffield City Polytechnic, 1987.

This project report studies the implementation of a local financial delegation scheme in a comprehensive school. It examines the issues of financial delegation and their implications for the consultative and decision making processes of the school, together

with a consideration for the role of an economic perspective on the process of planning and choice.

321. DAVIES, Brent
Economics and the theory of choice: an economic analysis of the rationale behind delegated forms of school finance.
School Organization, 8(1), 1988, 35-38.

This article examines the nature of choice that is inherent in delegated forms of school finance. While it is often assumed that choosing between the cost of undertaking one activity and the cost of another is a rational activity, the author puts forward the view that both the nature of cost and choice are subjective. As a result, management attention should be given not only to the mechanics of the process but also the subjective nature of choice influencing factors if efficiency in resource use is to be achieved.
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322. DAVIES, Brent
The key issues of financial delegation.
Education, 170(18), 1987, p370.

The author outlines some of the issues at the heart of the Government's budgetary proposals which management teams in schools should consider when faced with the introduction and/or operation of devolved financial control. These include accountability, delegation, participation in decision making, the changing role of the people involved (heads, governors), staff training, flexibility of resource allocation, the risks involved, and evaluation.
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323. DAVIES, Brent & ELLISON, Linda
School capitation and its distribution: is the weight of opinion changing?
School Organization, 7(1), 1987, 79-84.

The management issues raised when comprehensive schools consider adopting a formula-based system for allocating capitation allowances are examined. The mechanics of the formula approach are considered but the main thrust of the paper is the underlying management issues raised in all schools, and in particular, in a case study school.
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324. EDUCATION MANAGEMENT INFORMATION EXCHANGE
Financial devolution to schools.
Slough : EMIE, March 1988.
Photocopy. 5pp.

A list of recent journal articles and books relating to financial delegation.
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325. EDUCATION MANAGEMENT INFORMATION EXCHANGE
Local management of schools: LEA documentation.
Slough : EMIE, March 1988.
Photocopy. 1p.

This is a list of reports by various LEAs on financial delegation to schools which were received by EMIE after the publication of the EMIE report of Februaury 1988.
*

326. NATIONAL ASSOCIATION OF GOVERNORS AND MANAGERS
Towards local financial management.
NAGM News, 1988, No. 1, 12-13.
This article describes the experiences of a parent governor in setting up a finance working group. Two factors were paramount: the Education Reform Bill's provisions on financial delegation and the inclusion of the writer's school in the Berkshire LEA pilot scheme for local financial management.
*

327. OLDROYD, David & CALDWELL, Brian J.
Local financial management and the self-managing school: perspectives and practice.
Bristol : National Development Centre for School Management Training, 1988.
Report. 85pp.
ISBN 1-870869-40-0
This publication attempts to answer the question of how local financial management will be implemented. It assembles a range of perspectives and draws on practical experience both in this country and abroad, derived from a two-day conference organised by NDC in January 1988 and a monograph written by Brian Caldwell.
*

328. ROBERTS, Brian E. & STREATFIELD, David
Local financial management systems.
International Journal of Educational Management, 2(2), 1988, 20-29.
Local financial management systems are reviewed, and the benefits and pitfalls associated with financial devolution described. Specific examples of experience are given from LEAs, and recommendations made about the setting up of any such new system.
*

329. ROBERTS, Brian & STREATFIELD, David
Local financial management systems.
Slough : Education Management Information Exchange, 1988.
Pamphlet. 28pp.
This report explains the context of local financial management within the Government proposals to establish schemes of financial delegation in every LEA. The report looks at the scope for delegation and some of the schemes already in operation. It then assesses the benefits of financial delegation, looking at evaluation of schemes by LEAs using different approaches to evaluation, and at some European experiences. There is a list of references and of other materials consulted during the preparation of the report, and a list of previous reports from EMIE consultants.
*

330. SECONDARY HEADS ASSOCIATION
Local financial management.
London : SHA.
Pamphlet. 12pp.
This booklet explains what local financial management is and the stated aims of some schemes. It looks at some schemes being operated by LEAs and lists some advantages and disadvantages.
*

331. SIMKINS, Tim
School finance: getting the formula right.
Management in Education, 1(4), 1987, 14-15.
This article looks at the use of formula methods for allocating financial resources in schools and suggests that the process of creating the formula is as important as the result. The author explains the basic structure of a resource allocation formula which comprises a base and a system of weights which needs to reflect the differential spending needs of the various courses or curriculum areas in the school.
*

332. STENNER, A.
School-centred financial management.
In: Craig, I./Primary school management in action. Harlow : Longman, 1987. 69-80.
This is a headteacher's account of the development of the Cambridgeshire Local Financial Management scheme in Buckden Primary School.
*

333. WARD, Hubert
Local financial management: an experiment in devolution in Cambridgeshire.
Conference & Common Room, 24(2), 1987, 12-13.
The author describes the scheme in Cambridgeshire whereby all the LEA secondary schools are to be responsible for setting their own budgets and controlling their own expenditure.
*

334. EVERARD, K. B. & MORRIS, Geoffrey
Effective school management.
London : Harper & Row, 1985.
Pbk. 224pp.
ISBN 0-06-318307-2

This book deals with the basic issues in school management - managing people, managing the organisation and curriculum, management of change. The book is illustrated with real life examples and case studies, and readers are encouraged to interact with the material by working through the exercises and questionnaires.
*

335. KNIGHT, Brian
Local financial management in schools: familiarisation and initial training materials.
Harlow : Longman in association with Peat Marwick Mclintock, 1988.
ISBN 0-582-03-84-6

This training pack has been designed to prepare local education officers, headteachers, senior school management staff and governors for financial devolution. It consists of core materials divided into parts A-G. This presents key information and ideas, with activities to deepen understanding and which relate directly to the school or lEA situation. There are optional extension materials which vary in type, including case studies, problem solving, role play and background information. There are also published articles. Part A looks at the aims, extent and skills required for LFM, plus how to assess the benefits and disbenefits for the school. Part B examines the structure of a school's finance, including the budgets from two real schools. Part C investigates ways in which LFM can be implemented, how to allocate costs and work out formulae, and the problems of day-to-day administration, auditing and monitoring. Part D looks at information technology. Part E considers the implications for people and training needs. Part F describes how to recognise and cope with problems. Part G consists of a list of people and publications to consult for further information.

336. LOCAL GOVERNMENT TRAINING BOARD
Chortley case study.
Luton : Local Government Training Board.

A case study primarily concerned with educational innovation. It is based on the impact of the dissemination stage of the Humanities Curriculum Project on one LEA and its schools.
*

337. RODWELL, Susie
Managing educational change. Units 1 - 4: key issues in educational innovation.
London : University of London Institute of Education, 1986.
Looseleaf. Various pagin.
(Training Third World Educational Administrators. Methods and Materials)
The material may be photocopied by educational institutions.

Each unit consists of an introduction, trainer's and participants' worksheets, and further reading. There are also copies of OHP sheets. There are seven main activities in each unit and optional activities. Unit 1 - An Introduction to Educational Innovation and the Innovation Process - examines the nature of educational innovation in order to

identify the variety of changes taking place, describe and categorise the origins, nature and tpes of innovation, list basic considerations and key criteria and outline the main stages through which innovation commonly passes. Unit 2 - The Problem of Implementation - considers the problems encountered in implementing innovations with a view to identifying those factors and conditions which might contribute to successful innovation. Unit 3 - Strategies of Implementation - examines alternative courses of action when planning and introducing innovations, and highlights steps and criteria which could be used in selecting an optimum strategy. Unit 4 - Theoretical Perspectives and Research into Educational Innovation - examines the role and status of research on innovations and considers the theoretical contributions which try to improve understanding of the process of innovation and the practise of managing change.
*

338. RODWELL, Susie
Managing educational change. Units 5-6: managing change in schools.
London : University of London Institute of Education, 1986.
Looseleaf. Various pagin.
(Training Third World Educational Administrators. Methods and Materials)
The material may be photocopied by educational institutions.
Unit 5 - Management and Change-An Introduction - examines school management tasks, processes and structures and considers the implications of the introduction of change for the role of the school headteacher. Unit 6 - Resource Management and the Change Process - examines resources management with a view to identifying key considerations for the introduction and implementation of change in schools. It outlines the basic considerations of delegation and time management, and discusses accomodation, facilities, materials and financial resources.
*

339. SMITH, Joseph
A change-orientation questionnaire.
School Organization, 7(3), 1987, 333-341.
The author presents a questionnaire on change for use by primary heads, in which several scenarios inviting different responses are set out. From this questionnaire four constructs or orientations are derived and subsequently evaluated for their potential merits in promoting change.
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